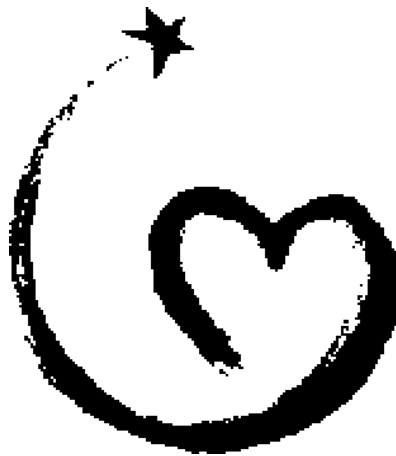


MONTANA
STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/03 – 9/30/05



MONTANA
CHILD CARE AND DEVELOPMENT FUND PLAN
FOR
FFY 2004-2005

This Plan describes the CCDF program to be conducted by the State for the period 10/1/03 – 9/30/05. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 162.57 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 02-29-2004)

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AMENDMENTS LOG

Child Care and Development Services Plan for
For the period: 10/1/03 -- 9/30/05

| SECTION AMENDED | EFFECTIVE/ PROPOSED EFFECTIVE DATE | DATE SUBMITTED TO ACF | DATE APPROVED BY ACF |
|-----------------|--|-----------------------------|-------------------------|
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Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF.

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PART 1 -- ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: **Montana Department of Public Health & Human Services**

Address of Lead Agency: **PO Box 4210
Helena, MT 59604**

Name and Title of the
Lead Agency's Chief Executive Officer: **Gail Gray, Ed.D, Director**

Phone & Fax Numbers: **Office: (406) 444-5622, Fax: (406) 444-1970**

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name and Title of the
State Child Care Contact (CCDF): **Linda Fillinger, Bureau Chief**

Address of Contact: **PO Box 202952
Helena, MT 59620-2952**

Phone & Fax Numbers: **Office: (406) 444-1828, Fax: (406) 444-2547**
E-Mail Address: **lfillinger@state.mt.us**

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2003 through September 30, 2004. (§98.13(a))

-CCDF: **\$13,851,287**
-Federal TANF Transfer to CCDF (if known): **\$2,000,000**
-Direct Federal TANF Spending on Child Care (if known): **\$0.00**
-State CCDF Maintenance of Effort Funds: **\$1,313,990**
-State Matching Funds: **\$1,661,217**
-Total Funds Available: **\$18,826,494**

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1.4 The Lead Agency estimates that the following amount (and percentage) of the CCDF will be used to administer the program (not to exceed 5 percent): **\$875,000 (5%)**. (658E(c)(3), §§98.13(a), 98.52)

1.5 Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

() Yes. – GO to Section 1.8.

(X) No, and the following describes how the Lead Agency maintains overall control when services or activities are provided through other agencies. (658D(b)(1)(A), §98.11)

The Early Childhood Services Bureau of the Human and Community Services Division, Montana Department of Public Health and Human Services manages the CCDF programs. The Child Care staff includes a supervisor, a fiscal officer, three Child Care Program Officers and two child care technicians that support the program staff.

The Program staff is responsible for oversight of the programs offered through Montana's Child Care & Development Fund. The state program staff develops and writes program policy and rules, provides training and technical assistance, develops and monitors the CCDF program operations and budget, prepares and submits reports to the Federal government and oversees the Montana Child Care System.

Contracts are awarded by the lead agency through a competitive Request for Proposal (RFP) process. Contracts are awarded for a one-year period. Some of these contracts are renewable through an annual non-competitive application process for up to five years. The renewal process requires that the contractor submit a new work plan, budget, updated assurances, and documents of compliance:

| Contract | Contractor |
|---|--|
| CCR&R Eligibility Determination, Provider Services and Community Services | Private Non-profit |
| Child Care Provider Grants | Private Non-profit & For Profit |
| Early Childhood Education, CDA, AA and BA Coursework | Higher Education |
| Early Care and Education Professional Development | Higher Education |
| Inclusion Coordination | Private Non-profit Higher Education |
| Infant Toddler Services | Private Non-profit & For Profit |
| Mentoring | Private Non-profit & Higher Education |
| Specialized Training | Private Non-profit, Higher Education & Independent Contractors |

The lead agency is responsible for executing and monitoring all contracts for compliance. Monitoring is conducted through a process of on-sight visits that include review of

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computerized data files, agency files, and staff, parent and coordinating agency interviews.

The lead agency in consultation with the Montana Early Childhood Advisory Council is responsible for planning and making recommendations regarding the policy and rules, system, quality, and training initiatives outlined in this plan. Together the lead agency and the Montana Early Childhood Advisory Council develop, implement, maintain, and evaluate the effectiveness of the state's child care programs.

1.6 For child care services funded under §98.50 (i.e., certificates, vouchers, grants/contracts for slots based on individual eligibility), does the Lead Agency itself: (§98.11)

- Determine individual eligibility of non-TANF families? YES ____ NO **X**
If NO, identify the name and type of agency that determines eligibility of non-TANF families for child care:

The lead agency contracts with private non-profit agencies for child care resources and referral services in twelve districts. Families apply for child care services at the child care resource and referral agency, where an eligibility specialist processes the family's application and determines eligibility for child care services. Refer to Attachment 'A', for a listing of private non-profit agencies currently serving Montana's twelve child care resource and referral districts.

- Determine individual eligibility of TANF families? YES **X** NO ____
If NO, identify the name and type of agency that determines eligibility of TANF families for child care:

- Assist parents in locating child care? YES ____ NO **X**
If NO, identify the name and type of agency that assists parents:

The lead agency contracts with non-profit agencies for child care resource and referral services in twelve districts. Referral specialists maintain up-to-date listings of licensed and registered child care programs in their district. Families learn about facility type, location, vacancies, hours of operation and cost of care. Referral specialists also counsel families on selecting quality child care programs. Refer to Attachment 'A', for a listing of private non-profit agencies currently serving Montana's twelve child care resource and referral districts.

- Make payments to providers? YES **X** NO ____
If NO, identify the name and type of agency that makes payments:

Child care providers submit invoices to their district child care resource and referral agency. Staff verifies and authorizes the claim using the Child Care Under the Big Sky (CCUBS) automated data system, a subsystem of the Agency

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Wide Accounting & Clients System (AWACS), which then process to the State Accounting Budgeting and Human Resources System (SABHRS). CCUBS payments are batched on the fifth business day of each month and every Tuesday thereafter. Payments reach the providers 2-3 days following each batch run.

- 1.7** Is any entity named in response to section 1.6 a non-governmental entity? (See section 1.6 of the guidance). (658D(b), §§98.10(a), 98.11(a))

☐ No.

☒ Yes, the following entities named in section 1.6 are non-governmental:

Refer to Attachment 'A', for a listing of twelve private non-profit Child Care Resource and Referral agencies currently serving Montana Districts.

Section 1.8 - Use of Private Donated Funds

- 1.8.1** Will the Lead Agency use private donated funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2) and (f)?

☐ No. GO TO 1.9

☒ Yes. The name and type of entity designated to receive private donated funds is:
Name: Montana Department of Public Health and Human Services, Early Childhood Services Bureau
Address: PO Box 202952
Contact: Chris Hettinger
Type (see section 1.6 of the guidance): Government

Section 1.9 - Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

- 1.9.1** During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☒ No.

☐ Yes,

_____ The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

_____ Estimated % of the MOE requirement that will be met with pre-K expenditures. (It may not exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the

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MOE requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

1.9.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

- (**X**) No.
() Yes, and

_____ Estimated % of the Matching Fund requirement will be met with pre-K expenditures. (It may not exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following describes how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

1.9.3 If the State answered yes to 1.9.1 or 1.9.2, the following describes State efforts to ensure that pre-K programs meet the needs of working parents (§98.53(h)(2)):

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Part 2--DEVELOPING THE CHILD CARE PROGRAM

2.1 - Consultation and Coordination

2.1.1 Consultation. Describe the consultation the Lead Agency held in developing this Plan and the results of that consultation. At a minimum, the description must include the following:

- Representatives of local governments;
- Tribal organizations when such organizations exist within the boundaries of the State. (658D(b)(2), §§98.12(b), 98.14(b))

In January of 1997, the lead agency established the Statewide Child Care Advisory Council (SCCAC) whose purpose was to advise the lead agency and policy makers on matters related to the Child Care & Development Fund. In 1999, the SCCAC and the Governor's Child Care Advisory Council were combined and the responsibilities of the council were expanded to include the duties of the state coordinating council for Head Start and Child Care. The name of the council was changed to the Statewide Early Childhood Advisory Council (SECAC). Again, in 2001 the name of the council was changed to the Montana Early Childhood Advisory Council (MECAC) in order to more easily identify the council's work in a National forum.

The mission of the Montana Early Childhood Advisory Council is:

- The Montana Early Childhood Advisory Council provides leadership and advocacy assuring access to quality early childhood and school-age care and education for all children, their families, and their communities.

The MECAC meets three times per year and is responsible for planning, developing, and implementing the programs funded through the CCDF. The MECAC is comprised of three committees that are responsible for advising the lead agencies in the areas of (1) Program Policy, (2) Quality, and (3) Public Policy.

- The Program Policy Committee (TANF, TANF County Director, CCR&R, Child Care Center, MtAEYC, parent, WEEL, and CACFP) recommended:
 - Policy and rule changes resulting in a 30 day fill-the-gap option as parents transition to work
 - A 6-month certification period for child care subsidy,
 - Policy changes that would support Tribal TANF programs
 - A plan to create an "Explanation of Benefits" statement for Subsidy parents
 - A plan to initiate a "presumptive eligibility" pilot in order to deliver subsidy benefits more timely to new families,
 - A plan to examine fingerprinting as a more reliable process for conducting background checks for providers and those working with young children.

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- A plan for revision of the subsidy co-payment process and provider rates in an atmosphere of long waiting lists and tight budgets.
- The Quality Committee (CACFP, MCCA, Child Care Plus+, Career Development, Child Care Licensing, Higher Ed., Healthy Child Care Montana, School- Age care the Montana Chapter of the American Academy of Pediatrics) provides oversight to the lead agency regarding all Best Beginning programs.
- The Public Policy Committee (CCR&R, Head Start/State Collaboration, Child Care Licensing, County Commission, Head Start, Business, AFL-CIO, Tribal CCDF, WoRC Employment and Training, state legislator) is responsible for public information gathering and dissemination regarding the state plan and any legislative agenda items.

The council members include representation from the following groups:

- Parents (2)
- Child Protective Services (1)
- Child Care Providers (3)
- Services for the Disabled (1)
- Child Care Resource and Referral Network (2)
- Business (1)
- Child Care Licensing and Registration (2)
- Early Childhood Career Development (1)
- Early Childhood Higher Ed. (1)
- Child and Adult Care Food Program (2)
- Montana Child Care Association (1)
- Montana Association for the Education of Young Children (1)
- Head Start (2)
- County Commission (1)
- TANF/WoRC Employment and Training (3)
- Tribal CCDF (1)
- State Legislator (1)
- Public Health (1)
- Office of Public Instruction (1)
- Low Income Constituency Group (1)
- Organized Labor (1)
- Montana Chapter of the American Academy of Pediatrics (1)

Results and outcomes of this coordination

The Montana Early Childhood Advisory Council includes representation from a wide spectrum of individuals who are involved in early care and education in one capacity or another. The council provides the forum for coordination to take place. Initiatives under Montana's CCDF require coordination with agencies such as Head

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Start, the Montana Career Development Task Force, child care providers and provider associations, the Child and Adult Care Food Program, and the Child Care Resource and Referral Network.

The Montana Early Childhood Advisory Council has a Tribal CCDF Coordinator as a member. This representative is responsible for bringing the general childcare concerns of the seven Montana tribes to the council. In order to insure compatibility of program between the State's plan and the Tribal plans. (Tribal families are dually eligible for childcare services from both the state and the tribe providing they live within the Tribal CCDF service area, and meet eligibility requirements). As a result of having the Confederated Salish and Kootenai tribes of the Flathead Nation and the Fort Belknap reservation operating their own TANF programs, the Child Care Under the Big Sky computer system was developed to accommodate the tribal TANF families.

All major decisions the Department makes regarding use of the CCDF are first referred to the council for consideration. This process enables partner groups to have a direct impact on state policy and program design with regard to all CCDF programs. The following is a list of the accomplishments in the area of early childhood that are a direct result of the work of the Montana Early Childhood Advisory Council.

- Head Start and the Head Start/State Collaboration project are both represented on the council. Head Start representatives identified the issues of inadequate state payment and the conflicting eligibility requirements of child care and Head Start that create problems for serving children in Head Start/Child care partnership facilities. The council was able to recommend changes in state eligibility that would help stabilize the payments all facilities receive for serving children.

Head Start programs noticed families were bouncing in and out of eligibility when family income and employment activities varied over time. The council recommended increasing certification plans from three months to six months along with reducing the requirement for a family to report income changes within certification spans. The Early Childhood Services Bureau also implemented a grace period for families who lose eligibility due to underemployment.

The Head Start/State Collaboration project together with the lead agency sponsored a statewide early childhood Future Search. This was funded in part through the Best Beginnings Quality Child Care Initiatives. The Future search conference brought together a diverse group of people to develop a vision and action plan for early childhood in Montana. The goals of the Future Search are:

1. To direct public policy development regarding early childhood issues by directing a state level office of Director of Early Childhood.

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2. To ensure the health and safety of young children in child care settings by improving regulatory enforcement and urging regulation of drop-in and preschool care.
3. To encourage employer support of workers' child care needs by creating meaningful tax incentives for family-friendly businesses.
4. To link families with available community resources by improving collaboration between services and supporting community level Future Search processes.
5. To increase public awareness regarding early childhood issues and their impact on Montana families and businesses.

As follow-up to the statewide Future Search conference, several communities held local early childhood future searches.

- The council helped guide the use of the CCR&R earmarked funds in the areas of employer/business outreach on a statewide basis. This year the MCCR&R Network office, as part of Part A of the contract (Partnership Project) educated employers through the State Workforce Investment Board, Montana Chamber of Commerce, and Montana Department of Labor and Industry to better inform employers of the impact of unmet child care needs on industry.

Also, through development of 2001-2002 Montana Child Care Profiles, The CCR&R Network office created a tool to help local governments, economic development organizations, and employers measure the impact of child care on local economies.

Further, through independently gained child care facility loan funds, the CCR&R Network initiated collaboration with non-profit and commercial lenders.

CCR&R earmarked funds have more recently been directed on the task of creating standardized new provider orientation materials and streamlining the process so that it is suitable for all those who are in attendance. Curriculum materials are being developed that specifically target the type of new provider in attendance at the orientation be it a new center, a group child care home, a family child care home or an informal (legally unregistered provider) kith and kin provider.

- The Montana Early Care and Education Career Development System was the result of strong partnerships and funding from the Head Start Collaboration Project and the CCDF. Coordination efforts resulted in this project having virtually the support of every early care and education entity in the State. The Career Development system encompasses a Knowledge Base, Career Lattice, training approval process, Trainer Registry, and Practitioner Registry.

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Information pertaining to approved training is available on a statewide training calendar accessed at <http://www.montana.edu/ecp/>. Participation in Best Beginnings grants programs have been linked to participation in the practitioner registry.

Montana recently adopted new child care regulations requiring 8 hours of annual training that has been approved through the Career Development Training Approval System. The new CCUBS [computer] system will interface with the Practitioner Registry as a mechanism for licensors and practitioners to track individual training records.

The Career Development Office will commence a five-year review and update of the Early Care and Education Practitioner Knowledge Base. The revised version of the Knowledge base will incorporate the latest research; as well as, embedding significant portions of Montana's new Early Learning Guidelines.

The Career Development Office supports all practitioners in their professional development regardless of their type of employment (Head Start, Registered or Licensed Child care, private pre-school, etc).

- Numerous training partnerships are the result of the work of the MECAC Quality Committee. These include:
 - Collaboration between DPHHS, Early Childhood Services Bureau, the Montana Department of Labor and Industry, the Early Childhood Career Development office at MSU-Bozeman and Western Montana College of the University of Montana resulted in the creation of a Child Care Development Specialist Apprenticeship. This effort resulted in the state receiving a USDOL Quality Child Care Initiative apprenticeship grant for implementation and expansion. This grant enabled Montana to enroll and train over 100 Child Care Development Specialist Apprentices over the course of the grant. The Child Care Development Specialist certificate is recognized as Level 4 on the Montana Early Care and Education Career Lattice. It is also recognized as a level of training that is higher than a CDA by Head Start.
 - Numerous Specialized Training projects resulting from local collaborations which include the Starting Out Successfully curriculum for new providers and the Dollars and Sense curriculum for good business practices for providers. These programs are available for College Credit or Continuing Education Units (CEU).

Montana is very invested in the development of distance-learning options. Dollars and Sense is available through the University of Montana, the 24-Credit Early Childhood course, known as EC Rural, is offered statewide by Western Montana College of the University of Montana. This

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coursework allows early care and education practitioners access to college based early childhood classes needed for completion of the CDA, the Child Care Development Specialist certificate, or an AA degree in Early Childhood. The Curriculum for Infant Toddler Caregivers is offered through alternative delivery methods that include weekend and summer intensives. The course on Guiding Behavior is available via a U of M, TIME (Training in a Manila Envelope) project.

- A Collaborative application with Child Care Plus+, the Center on Inclusion in Early Childhood, of the University of Montana resulted in Montana being able to participate in the Map to Inclusion Project. This project resulted in the development of a contract to hire a state "Inclusion Coordinator," and revisions to the state "Special Needs Rate." The special needs rate is now based on costs related to care requirements. The Map to Inclusion project resulted a stronger link between Part C agencies and CCDF funded programs. The state Child Care Program Supervisor sits on the Family Support Services Council for Part C, as does Head Start.
- Healthy Child Care Montana is represented on the council. Training offered through this grant brings together child care providers public health nurses, child care licensors, Head Start and Tribal Head Start. Although Healthy Child Care Montana is not funded directly through the CCDF, the project is able to use the resources of other programs funded through the CCDF, such as the CCR&R Network, and the Career Development system.
- The Montana Child Care Association advocated for the design of an early childhood mentoring program that could be available for new providers. This resulted in an RFP to establish four to six mentoring programs around the state. The Mentoring Program provides an excellent model for caregiver training by paring experienced providers/teachers with novice providers. This program meshes well with the Montana Early Childhood Apprenticeship Program in providing an avenue for professional development for both experienced (must be at least a Level III on the Career Path) and new providers.
- The Montana Early Childhood Advisory Council recommended the establishment of a statewide "After School Care" task force. This group is currently meeting and evaluating policy in the area of Career Development, rules, and funding. An annual statewide School-Age Child Care training conference is now held each May.
- CCR&R Trainers, CDA instructors, mentor coordinators, ECSB contract monitors, and other state leaders in the field of Early Care and Education were trained in the use of the ECERS, ITERS and FDCERS environmental rating scales by Thelma Harms, Dick Clifford, and Debbie Cryer of the Frank Porter Graham Child Development Center at Chapel Hill, NC. These rating

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scales are now used in a variety of ways to improve the quality of child care in the State.

- A new oracle based computer system was developed to replace the retired MACCS system. The new system known as CCUBS (Child Care Under the Big Sky) was based upon the SEESAW document with special Montana specific components that accommodate child care licensing, contracting, and training. CCUBS was successfully implemented in March of 2002.
- The Montana Early Childhood Advisory Council has provided a forum for Child Care Licensing, CACFP, and CCR&R to link to design a process for the provision of technical assistance to providers.
- The Montana Early Childhood Advisory Council has provided guidance in the area of Early Childhood health and safety issues. The MECAC provided consultation in writing two Maternal and Child health grants in that will provide for Public Health Nurse consultation in child care (Rural health outreach grant) and the Early Childhood Comprehensive Systems grant. If successful, these two grants will provide the state with valuable resources in the area of healthy early childhood development.

2.1.2 Coordination. Lead Agencies are required to coordinate with other Federal, State, local, tribal (if applicable), and private agencies providing child care and early childhood development services.

Check any of the following services provided by agencies with which the Lead Agency coordinates. In each case identify the agency providing the service and describe the coordination and expected results:

 X Public health including programs that promote children's emotional and mental health

Montana Department of Public Health and Human Services, Maternal and Child Health Bureau

Expected Outcomes:

- Completion of the Early Childhood Comprehensive Systems Plan
- Administration of the Healthy Child Care Montana program
- Integration of Public Health Services with Child Care

Type: State Government

 X Employment services

Montana Department of Labor and Industry

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- Training, technical assistance, and grant oversight for Registered Apprenticeship programs and the Child Care Development Specialist journeyman certification.

Type: State Government

Early Childhood Project – MSU Bozeman

- Maintenance of a statewide job board for employment opportunities in Early Care and Education as part of the Career Development office.

Type: State Government

 X Public education

Montana Office of Public Instruction

- Collaboration in the development of Montana's Early Learning Guidelines.
- Provision of a link to Montana's public schools
- Collaboration in the area of part B of IDEA.

Type: State Government

 X TANF

Montana Department of Public Health and Human Services, Public Assistance Bureau

- Collaboration on child care services for TANF participants
- Provision of funds transferred from the TANF block grant to the CCDF to provide child care services to low-income working families, promote self-sufficiency efforts, and divert families from dependence on welfare.

Type: State Government

 State Pre-K programs

 X Head Start programs

Head Start/State Collaboration office and the Montana Head Start Association

- The HSSC Office is co-located with the Early Childhood Services Bureau
- Collaboration on all aspects of Early Childhood Education, including full-day/full-year, training, and comprehensive services.

Type: Local Non-profit Agency

 X Programs that promote inclusion for children with disabilities

Child Care Plus+, the Center on Inclusion in Early Childhood – University of Montana.

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- Provision of statewide consultation services for families and child care providers serving children with special needs
- Provision of training on Early Childhood Inclusion
- Provision of Technical Assistance on Inclusion issues for CCR&R agencies and Part C agencies.

Type: State Government – University System

___ Others (please identify) (658D(b)(1)(D), §98.12(a), 98.14(a)(1) & (2))

2.2 - Public Hearing

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. At a minimum, the description must indicate:

- Date(s) of statewide notice of public hearing **April 30, 2003.**
- Manner of notifying the public about the statewide hearing:

On April 30, 2003, the Department mailed a letter announcing the hearing to each child care provider and all interested parties known to the Department. The letter identified the hearing date, time, and site locations for the METNET video conference.

- Date(s) of public hearing(s): **May 27, 2003**
- Hearing site(s):

The hearing was broadcast to interactive METNET sites hosted by Child Care Resource and Referral agency personnel in Billings, Bozeman, Butte, Glasgow, Glendive, Great Falls, Havre, Helena, Kalispell, Lewistown, Miles City, Missoula. A map of CCR&R Districts is included in Attachment 'A'.
- How the content of the plan was made available to the public in advance of the public hearing(s) (658D(b)(1)(C), §98.14(c)):

Child Care Resource and Referral agencies provided a synopsis of changes and/or a copy of the plan to those who requested the information. A copy of the synopsis was mailed to all providers with their monthly Statement of Remittance and to all parents with their monthly Explanation of Benefits.

The Department of Public Health and Human Services (DPHHS) held a public meeting via the Montana Education Telecommunications Network (METNET) System on May 27, 2003 from 6:30 to 9:00 p.m. By holding the public meeting

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via the METNET system, DPHHS was able to reach a larger audience than we normally would have with a traditional public meeting held in Helena. A total of 93 people attended the hearing, across the State.

We advertised this METNET meeting. Twenty days before the hearing, the lead agency mailed a hearing notice and a summary of changes to interested persons, to all families participating in child care assistance programs and to all licensed, registered and legally unregistered child care providers.

The Montana Early Childhood Advisory Council chairperson with site coordinators available at each METNET site facilitated the METNET meeting. The site coordinators were on hand in each location to help participants with questions about the METNET process and to keep the meeting running in an orderly manner. Site coordinators were also instrumental in giving participants packets of information that included a summary of the state plan. Copies of the CCDF State Plan were available at the METNET site, along with a summary of the proposed changes and participant comment forms. We also included stamped and self-addressed envelopes to allow participants to submit their comments in writing. A summary of the Public Comment on the 2004-2005 State Plan is included as Attachment 'G'.

2.3 - Public-Private Partnerships

- Describe the activities, including planned activities, to encourage public-private partnerships that promote private-sector involvement in meeting child care needs, including the results or expected results. (658D(b)(1), §98.16(d)):
 1. The Child Care Resource and Referral member agencies have developed enhanced resource and referral services that are available to local businesses. They are also instrumental in creating local public-private partnerships that encourage private-sector involvement in meeting child care needs. The CCR&R Network and twelve member agencies offer the following services to businesses across the state.
 - Employee child care needs assessment,
 - Business work-family self-assessment,
 - Community care resources assessment,
 - Employee child care cost-benefit analysis,
 - Review of employer child care options,
 - Information on employer tax benefits,
 - Child care referral services for employees seeking child care,
 - Child care payment assistance for low-income employees.
 2. The Child Care Resource and Referral member agencies have collaborated with local Chambers of Commerce in three communities to offer community level

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training sessions called Workforce 20-20 the goals were to help employers reduce turnover, increase profits, improve employee productivity by accessing resources, and developing non-conventional recruiting practices. The CCR&R Network office has also presented information to the State Workforce Investment Board and Private Industry Councils regarding the importance of quality child care to a productive workforce and healthy economy.

3. The lead agency contracts with twelve private non-profit child care resource and referral (CCR&R) agencies who perform a variety of tasks, which include the following:
 - Determine eligibility for state assisted child care services;
 - Link low income families to child care providers;
 - Process state paid child care provider payments;
 - Recruit new child care providers;
 - Provide training and technical assistance to child care providers;
 - Many sponsor the USDA/FNS Child and Adult Care Food Program for child care providers;
 - Consult with business to establish employer supported child care services;
 - Refer parent and providers to other agencies and programs;
 - Provide information about state assisted child care programs;
 - Offer parenting information and public education on child care issues;
 - Assist in the development and promotion of policy initiatives, which expand and maintain the supply of quality child care in the local communities as well as on the state and national level.
4. The lead agency also contracts with WoRC (Work Readiness Component) operators to help TANF families become self-sufficient through intensive case management, which includes training and employment related activities. The WoRC operators help families make informed decisions regarding child care provider choices and refer families to their local resource and referral agency when looking for quality child care.
5. The lead agency uses the Montana Early Childhood Advisory Council to help guide decision making about services to families, administration of the fund, quality initiatives, and training. A wide spectrum of individuals is represented on the council (see 2.1 above).
6. The Department of Public Health and Human Services, the Montana Department of Labor and Industry, the Early Childhood Career Development Offices and MSU-Bozeman and Western Montana College of the University of Montana joined to create the Child Care Development Specialist apprenticeship. This program works with private businesses to train employees and create high quality services.

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7. The lead agency participates in a Public/Private partnership with child care programs participating in the child care apprentice program. Currently, 30 for-profit child care programs participate.

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PART 3 -- CHILD CARE SERVICES OFFERED

Section 3.1 - Description of Child Care Services

REMINDER: The Lead Agency must offer certificates for services funded under 45 CFR 98.50. (98.30) Certificates must permit parents to choose from a variety of child care categories, including center-based care, group home care, family child care and in-home care. (§98.30(e))

3.1.1 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☒ No.

☐ Yes, and the following describes the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

3.1.2 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☐ No.

☒ Yes, and the limits and the reasons for those limits are (§§98.16(g)(2), 98.30(e)(1)(iv)):

A legally unregistered provider (LUP) must meet all of the following conditions:

- Be 18 years of age, or older;
- Not be a parent or person acting in loco parentis;
- Not be included in the parent's cash assistance payment household;
- Not be included in the child care assistance household;
- If living with the child, in addition to conditions above, the LUP must be a grand parent, great-grand-parent, aunt, or uncle;
- Be mentally and physically capable of providing child care that meets safety, health and other basic child care requirements;
- Not have a substantiated report involving harm, or physical or sexual abuse to children or adults;
- Agree to attend an orientation session within the first six months of providing child care;
- Provide care to the children of one family or, if the children are from different families, may care for two or fewer children;
- Pass criminal and child protective background checks

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- 3.1.3 Are all of the child care services described in 3.1.1 above (including certificates) offered throughout the State? (658E(a), §98.16(g)(3))
- (X) Yes
- () No, and the following are the localities (political subdivisions) and the services that are not offered:

Section 3.2 - Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care. These rates are provided as Attachment **'B'**. The attached payment rates are effective as of **October 2000**.

The following is a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: **September 13, 2002**. (§98.43(b)(2)) A copy of the Market Rate Survey instrument and a summary of the results of the survey are provided as Attachment **'B'**.

Rates for Centers, Group and Family Homes are currently set at the 75th percentile of the 2000 Market Rate Survey. Because there is no “market” for Legally Unregistered Provider (LUP) care, LUP rates are set at 75 percent of the 2000 Family Home rate.

Montana allows payment for more than a full day of child care in a 24-hour period. A child care ‘day’ is defined as 6 to 10 hours. To accommodate families who must be away from their children longer than 10 hours a day, we pay an hourly rate for care in excess of 10 hours in one day. For care of 16 or more hours/day, we will pay another full day of child care in a 24-hour period.

The Montana Statewide Rate is used when paying out-of-state child care facilities that serve Montana’s children who are in out-of-state foster care placements.

Montana requires child care providers to notify the State of their rates prior as a prerequisite to issuing payment for child care services. The Child Care Under the Big Sky computer system (CCUBS) computer system looks for the provider rate before an invoice is processed. This procedure ensures that Montana is paying the provider’s rate, if the District rate is higher than the provider’s rate. It also ensures that Montana is informed of provider rates statewide.

Before the market rate survey analysis, Montana sends a letter to each child care provider, requesting that current rates be updated on CCUBS, through their local child

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care and referral agency. The letter points out the need for current rates, even if the provider does not currently serve subsidized children. A copy of the letter is found in Attachment 'B.'

Montana conducted a market rate survey on September 13, 2002. Montana uses district rates to facilitate access to care in areas where families and providers experience a higher cost of living. Provider rate data is extracted from the Child Care Under the Big Sky (CCUBS) computer system and sorted by three categories for statistical analysis: 1) geographic location, 2) child care setting, and 3) type of child care. The next market rate survey will be conducted again in 2004.

| Child Care Resource & Referral District – see attachment 'A' | Child Care Setting | Type of Child Care |
|--|---|---|
| Billings Bozeman Butte Glasgow Glendive Great Falls Havre Helena Kalispell Lewistown Miles City Missoula Montana Statewide Rate <i>(Used for out-of-state child care facilities serving Montana foster care children)</i> | Child Care Center Group Child Care Home Family Child Care Home Legally Unregistered Provider <i>(Includes in-home care)</i> | Age 2+, Daily Age 2+, Hourly Infant, Daily Infant, Hourly |

A new computer system was implemented in March 2002. With new administrative rules and policies, Montana has implemented the following policy changes:

- Case-by-case assessment of child care costs for children with special needs.
- Children with special needs are evaluated to determine if the additional costs of care are needed. Additional one-time or monthly fees may be authorized to cover these costs.
- An explanation of benefits is mailed to parents monthly.
- Parents receive a monthly explanation of benefits detailing attendance hours, rates and total monthly payment.
- Implement a tiered reimbursement system for quality child care programs. Details are included in section 5.4.

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- How the payment rates are adequate to ensure equal access based on the results of the above noted local market rate survey (i.e., the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

Due to budget constraints, Montana has chosen to maintain payments at the 2000 rates, thereby not increasing provider rates to the 75th percentile of the 2002 Market Rate Survey. An average of Montana's district daily rates fall at the 60th percentile of the 2002 Market rate Survey. The rate difference averages \$1.20 per day.

Raising provider rates to the 75th percentile of the 2002 market rate survey would cost Montana \$2, 500,000 removing another 1,430 children from the subsidy program in SFY 2004. Without increasing rates, Montana already had over 1000 children on a waiting list for services. The inability to subsidize low income working families pushed families into the TANF program, with little possibility of emerging without some help with child care expenses. The lack of subsidy funding prevented new applicants from receiving child care subsidies for six months put some child care providers out of business. Over all, Montana has lost 20% of its child care providers in the year since the waiting list was implemented. While child care providers and families are not satisfied with the rate freeze, the alternative is to find unregulated, inappropriate child care settings. The choice was made to spread portions of the budget cuts throughout in an effort to maintain the core infrastructure of the child care community.

In the 2003 Legislative Session, an effort was made to temporarily fund child care subsidies for low income working families in hopes of preventing an accelerated increase in TANF participation. Funding is currently being used to serve approximately 750 of the 1000 children on Montana's waiting list. However, the temporary funding will depend on the status of TANF available funds in the next state fiscal year and the following fiscal year.

Under the circumstances, Montana's static child care rates are providing broader access to appropriate child care. More children are served and more child care providers are able to stay in business.

- Additional facts that the Lead Agency relies on to determine that its payment rates ensure equal access include: (§98.43(d))
- If the payment rates do not reflect individual rates for the full range of providers -- center-based, group home, family and in-home care -- explain how the choice of the full range of providers is made available to parents.

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Section 3.3 - Eligibility Criteria for Child Care

By statute, all eligible children must be under the age of 13, or under age 19 if physically or mentally incapable of self-care, or under court supervision, and reside with a family whose income does not exceed 85% of the State Median Income (SMI) for a family of the same size and whose parent(s) are working or attending a job training or educational program or who receive or need to receive protective services. (658E(c)(3)(B), 658P(3), §98.20(a))

- 3.3.1 Complete column (a) in the matrix below. Complete Column (b) ONLY IF the Lead Agency is using income eligibility limits lower than 85% of the SMI).

IF APPLICABLE

| Family Size | (a) 85% of State Median Income (SMI) (\$/month) | (b) Income Level, lower than 85% of SMI, if used to limit eligibility | |
|-------------|--|--|----------|
| | | \$/month | % of SMI |
| 1 | \$ 1,771 | \$ 1,108 | 53% |
| 2 | \$ 2,316 | \$ 1,493 | 55% |
| 3 | \$ 2,861 | \$ 1,878 | 55% |
| 4 | \$ 3,406 | \$ 2,263 | 56% |
| 5 | \$ 3,950 | \$ 2,648 | 57% |

The Lead Agency uses the Estimated State Median Income (SMI) of the year **2004**.

- (a) State [of Montana] Median Income Estimate for Four Person Families (SFY 2003); U. S Department of Health and Human Services, Administration for Children and Families, Low Income Home Energy Assistance Program Division of Energy Assistance/OCS/ACF – Federal Register, Vol. 68, No 72, Tuesday, April 15, 2003.
- (b) Montana sliding fee scale upper limits, at 150% of the federal poverty level; Montana Child Care Manual [7/1/03] (Attachment C).

If applicable, the date on which the eligibility limits detailed in column (b) became effective: **November 1, 2002**.

- 3.3.2 How does the Lead Agency define “income” for the purposes of eligibility? Is any income deducted or excluded from total family income, for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments? Is the income of all family

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members included, or is the income of certain family members living in the household excluded? Please describe and/or include information as Attachment **'D'**. (§§98.16(g)(5), 98.20(b))

Montana bases CCDF eligibility on gross family income, including all family members, yet excluding some types of income. Personal expenses are not deducted from gross income. Income exclusion may be based, in part, on the status of an individual in the household. For example, the earned income of a dependent child is excluded if the child is attending school. An income evaluation table is included as attachment 'D'.

Additionally, Montana Administrative Rules require families with absent parents to verify court ordered child support income, or register with Child Support Enforcement, in an attempt to reduce the family's child care needs.

3.3.3 Has the Lead Agency established additional eligibility conditions or priority rules, for example, income limits that vary in different parts of the State, special eligibility for families receiving TANF, or eligibility that differs for families that include a child with special needs? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

- ☒ No
☐ Yes, and the additional eligibility criteria are: (Terms must be defined in Appendix 2)

3.3.4 Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

- ☐ Not Applicable, CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.
☐ No
☒ Yes

3.3.5 Does the Lead Agency allow child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

- ☐ No
☒ Yes, and the upper age is **18**.

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- 3.3.6 Does the Lead Agency allow child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii)
- () No
(X) Yes, and the upper age is **18**.
- 3.3.7 Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))
- (X) Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)
() No.
- 3.3.8 Does the State choose to provide respite child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))
- (X) Yes.
() No.

Section 3.4 - Priorities for Children

- 3.4.1 The following describes the priorities for serving CCDF-eligible children including how priority required by the statute is given to children of families with very low family income and children with special needs: (Terms must be defined in Appendix 2) (658E(c)(3)(B))

Children of TANF Cash families (at, or below, approximately 95.5% of the 2002 federal poverty guidelines) and children with special needs and whose family is at, or below, 150% of the 2002 federal poverty guidelines, are guaranteed child care. Next, priority goes to low income working families and teens attending high school. Families with the lowest income, relative to family size and federal poverty guidelines, are given priority over higher income families. If more than one family qualifies with the lowest income, the earliest applicant would be served first.

See Section 3.1 - Description of Child Care Services.

- 3.4.2 The following describes how CCDF funds will be used to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

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Families receiving TANF Cash are eligible for child care subsidy, if the family makes arrangements at the child care resource and referral agency. Families in transition from or at-risk of becoming dependent on welfare services are served through a sliding fee scale, which prioritizes low-income working families according to family size and income, based on federal poverty guidelines.

- 3.4.3 The following describes how the Lead Agency addresses situations in which funding is not sufficient to serve all families that are technically eligible under State policies:

When the demand for child care subsidy exceeds the CCDF budget, Montana implements a waiting list to limit entry to the child care program. Families are prioritized according to family size and income, based on 2002 federal poverty guidelines.

Section 3.5 - Sliding Fee Scale for Child Care Services

- 3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as Attachment **'C'**.

The attached fee scale is effective as of **November 1, 2002**.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- () No.
(X) Yes, and the following describes any additional factors that will be used to determine a family's contribution including, but not limited to, a maximum amount (family cap), number of children in care, cost of care, and/or whether care is full or part-time:

In the fall of 2003, the Department plans to tie the co-payment amount to the total cost of care. Due to budget reductions, families will pay higher co-payments, overall.

- 3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

- (X) Yes
() No, and other scale(s) and their effective date(s) are provided as Attachment _____.

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- 3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is:
\$1,252 monthly, based on 2002 FPG.

The Lead Agency must elect ONE of these options:

- ☐ ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.
- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.
- ☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. A description of these families is:

Some Child Protective Services families are not required to pay a fee. This is determined on a case-by-case basis.

- 3.5.4 Does the Lead Agency have a policy that prohibits a child care provider from charging families any unsubsidized portion of the provider's normal fees (in addition to the contributions discussed in 3.5.1)? (§98.43(b)(3))

- ☒ No
- ☐ Yes, please describe:

- 3.5.5 The following is an explanation of how the co-payments required by the Lead Agency's sliding fee scale(s) are affordable: (§98.43(b)(3))

Montana Child Care Sliding Fee Scale is provided as Attachment 'C'.

Families who receive cash assistance, under TANF programs, pay a ten-dollar co-payment to receive for child care services to cover the required Family Investment Activities (FIA). A ten-dollar co-payment also applies to non-TANF families whose income are at, or below, approximately 95.5% of the 2002 federal poverty guidelines. Families just above 95.5% of the 2002 federal poverty guidelines pay an increasing percentage of their GMI as they approach 150% of the 2002 Federal Poverty Guidelines (FPG). For every five percent increase of GMI, co-payment rates increase one percent. Serving families over 150% of the 2002 Federal Poverty Guideline is problematic, because wages are low (Avg. \$1,751.39 per month for production workers, March 2003), the demand for child care is high, and child care subsidy funds are limited.

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The 1997 Montana Legislature directed DPHHS to “. . . redesign the child care sliding fee scale for poor working families. The amount of the co-payment required by the sliding fee scale should not contain huge cliffs for families, either within the income categories for the scale or when families’ income increases so that they lose eligibility.” Currently, families pay 14% of their gross monthly income GMI at the upper limit of the sliding fee scale. This approaches the average cost of subsidy (\$418.59/mo) for one family. At 150% of the 2002 FPG, without assistance, a single parent family with one child will pay 30% of their GMI, and a two-parent family with one child will pay 24% of their GMI. This minimizes the cliff that family’s experience when leaving the upper limits of eligibility.

The current sliding fee scale allows 90.9% of the families receiving child care benefits to have co-payments of 10%, or less, of their gross monthly income.

Section 3.6 - Certificate Payment System

A child care certificate means a certificate, check, or other disbursement that is issued by the Lead Agency directly to a parent who may use it only to pay for child care services from a variety of providers including community and faith-based providers (center-based, group home, family and in-home child care), or, if required, as a deposit for services. (658E(c)(2)(A)), 658P(2), §§98.2, 98.16(k), 98.30(c)(3) & (e)(1))

Describe the overall child care certificate payment process, including, at a minimum:

3.6.1 A description of the form of the certificate: (§98.16(k))

Montana’s certificate form (invoice) is included as Attachment ‘E’. A Child Care Resource & Referral Eligibility Specialist determines the family’s eligibility for the child care program through the Child Care Under the Big Sky (CCUBS) computer system. The family is notified of eligibility determination by mail. If a family does not have a provider, the family may select a provider at that time.

Once the parent selects a child care provider, the CCR&R worker enters the provider information into the CCUBS system. If the child care provider is licensed, registered, or legally unregistered, provider information is available to the CCR&R worker through an interface with the Child and Adult Protective Services (CAPS) computer system. Once the provider information is associated with the family, a child care certification plan is mailed to the parent and to the provider. The certification plan includes the child care provider’s name, address, and license information, the child(ren)’s name, age, authorized child care hours and the date span for the certification.

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Once the child care certification plan is issued to the parent, a provider billing certificate, or invoice, is mailed to the provider. The invoice is pre-printed with family, child and provider information. The invoice is mailed to the provider by the 20th of the service month. The provider fills in the hours of care for the month and signs the invoice. The invoice is returned to the CCR&R for data entry. Payments are held for batch processing on the 5th business day of the month, and then processed each subsequent Tuesday. The provider, or parent, can expect payment about two days following invoice processing. Providers may elect to make direct deposit arrangements and receive payment through electronic fund transfer.

As of July 1, 2003, child care providers who arrange for direct deposit and have Internet access may elect to use online invoicing. Online invoicing provides a self-service data entry screen for service hours. In the future, online invoicing will be available to providers twice a month.

- 3.6.2 A description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to the choice of provider: (658E(c)(2)(A)(iii), 658P(2), §§98.2, 98.30(c)(4) & (e)(1) & (2))

A parent may choose any licensed child care center, any registered family or group child care home, or a legally unregistered child care provider to provide care for their children. If their current provider is none of the above, the provider may apply to become a legally unregistered provider.

Before a legally unregistered provider can receive payment for services, the prospective provider must apply at the district CCR&R agency and pass a child protective services and criminal records background check. If approved, payment is retroactive to the date the application is received in the local CCR&R agency. The provider certifies the facility meets health and safety requirements. Additionally, the provider must be 18 years old and must agree to attend an orientation within the first six months of providing child care services.

Not every care arrangement qualifies for a Best Beginnings Child Care Scholarship. A child is NOT eligible for a Best Beginnings Child Care Scholarship if the child is related to the child's care provider in any of the following ways:

- ☐ The child's care provider is the child's parent
- ☐ The child's care facility is owned, entirely or in part, by the parent
- ☐ The child's care provider is a member of the child's TANF Cash assistance household.

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- ❑ The child's care provider is a member of the child's Best Beginnings Child Care Scholarship eligibility household.
- ❑ If the child's care provider lives with the child, but not as a member of the child's eligibility household, the individual must qualify as a provider and be one of the following relatives:
 - Aunt or Uncle
 - Grandparent
 - Great Grand Parent

No other household members qualify as care givers for the purpose of receiving a Best Beginnings Child Care Scholarship.

- 3.6.3 If the Lead Agency is also providing child care services through grants and contracts, explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (§98.30(a) & (b))

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PART 4 - PROCESSES WITH PARENTS

4.1 The following describes the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). If the process varies for families based on eligibility category, for instance, TANF versus non-TANF, please describe. The description should include:

- How parents are informed of the availability of child care services and about child care options;
- Where/how applications are made;
- Who makes the eligibility determination;
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4; and
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs.
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies.

Families participating in Montana's TANF Cash program are eligible for child care services while participating in required activities. TANF Cash families are at, or below, approximately 96% of the federal poverty guidelines. County Offices of Public Assistance (OPA) Case Managers determine financial eligibility for TANF cash assistance. Families who need child care in support of TANF Family Investment Agreement activities are referred to the district Child Care Resource and Referral (CCR&R) agency by OPA Case Managers and Work Readiness Component (WoRC) Operator contractors.

Families participating in the TANF program are not sanctioned due to lack of child care, as noted in section 4.4 of this plan. When child care is not available, TANF eligibility managers and parents negotiate activities that do not require child care to maintain their family investment agreement. Child care is identified as a good-cause exception for families unable to complete TANF activities. If a parent is involved in the TANF sanction process, the parent is informed in writing of the right to claim good-cause.

The CCR&R staff refers families to licensed or registered child care providers with openings. If a family has specific requirements for a provider, for example, they wish their provider to be located in a specific location, the CCR&R, using a computer based referral system, can prepare a list of providers who might meet the family's needs.

Should a family choose an individual to serve as a legally unregistered provider (LUP), the CCR&R can explain and expedite the application process to the family and LUP applicant.

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Once families lose eligibility for TANF cash assistance, because of increased income from employment, they are referred to the district CCR&R Agency. The CCR&R determines eligibility for non-TANF child care services and helps families locate child care providers.

If a family was never eligible for TANF benefits and is currently at risk of becoming a TANF Cash recipient, they may learn about available child care services through the following sources:

- Child care providers with grants and contracts;
- Child protective services social workers;
- WoRC Operators;
- Child care brochures available in CCR&R offices, county human services offices, and WoRC Program contractors;
- Word of Mouth;
- Child and Adult Care Food Program Sponsors and CACFP Centers;
- DPHHS Child Care Licensors;
- DPHHS Web Page;
- DPHHS Virtual Human Services Pavilion;
- Consumer education campaigns;

Child care resource and referral agencies prospect a family's eligibility (150% FPG) and issue a child care certification plan for up to six months. Certification plans may be shorter if prospective eligibility determination predicts a change in the family's circumstances that affects their basic eligibility. Families are eligible for non-TANF child care services for the entire 6-month period, until one of the following occurs:

- A family enters the TANF program.
- Household composition changes, eliminating the need for child care.
- Earnings exceed the limits of the sliding fee scale, when the family re-certifies.
- Work hours decrease and cause a family to fall below the minimum work requirement (120 hours/month for two parent family, 60 hours/month for single parent family or 40hours/month for a single parent attending school full time).
- A teen student/parent leaves high school.
- Unemployment continues past the grace period.

Department social workers determine the need for child protective services child care and use the CCR&R services to help families locate child care providers.

Montana policies are designed to maintain the parent's eligibility, meet the need for additional child care, and continuity of care for children. The following policies reduce barriers and maintain eligibility for families:

- Presumptive Eligibility – If funding is available and a family's initial application indicates the family is eligible; the family may receive child

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care for up to 30 days, while eligibility is verified. This ensures payment to the provider while the family's eligibility is being confirmed.

- Certified Enrollment – A child with a full-time certification plans have 150 hours to use when the provider requires payment during the child's absence.
- Extending Child Care Hours – Child Care Resource and Referral agencies have the ability to issue additional benefits to cover the parent's unanticipated work or school hours, when the need is verified.
- Fill-the-Gap - Child Care Resource and Referral agencies have the ability to issue child care benefits while a family is in transition from one assistance program to another.
- Grace Period – A family who loses employment may continue to receive benefits for 30 days, if they agree to use the time to gain employment. This grace period allows families to maintain eligibility while providing children with continuity of care.
- Hold-the Slot – A family may pre-arrange to temporarily maintain a child's enrollment for an absence of not more than 30 days.
- Holidays – Some child care providers charge families for holidays, when children are not in attendance. Montana helps parents meet this obligation by allowing providers to claim holidays when billing for services.
- Medical Appointments – A parent who meets activity/work requirements may use child care benefits to attend medical appointments.
- Medical Emergency - When work is interrupted by a medical emergency involving the parent or a child, the parent may be able maintain needed child care during the emergency.
- Suspending a Case – A family who temporarily loses eligibility may remain in the program for 30 days.

- 4.2 The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

Purpose Federal Regulations, [45 CFR 98.32, 1998] require that a procedure for maintaining substantiated parental complaints be adopted by the Department as grantee of the Child Day Care Block Grant. This information MUST be available to the public upon request. The following procedure for making and documenting referrals applies to the department staff and to Resource and Referral Agencies that contract with DPHHS.

Definitions Complaint: the process by which a parent, guardian, or other interested individual, reports concerns regarding licensing violations or the care received by a child from a child day care provider.

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Department: Department of Public Health & Human Services

Substantiated: upon completion of an investigation the Child Care Licensing staff and/or Community Social Worker determines that the allegations of the complaint occurred or are occurring.

Unsubstantiated: upon completion of the investigation, the Child Care Licensing staff and/or Community Social Worker determines that the allegations of the complaint did not occur, or is unable to make a determination due to lack of evidence.

CPS: child protective services.

CCL: the Child Care Licensing Staff of the Department of Public Health and Human Services.

CCR&R: the district Child Care Resource and Referral agencies.

CAN: child abuse and neglect.

Procedure

Complaints may be reported either to the local DPHHS child protection office, DPHHS licensing staff, or to a CCR&R agency. When a complaint is received by the Department, staff will obtain from the caller information about the incident and the name and phone number of both the complainant and the provider about whom they are making the complaint.

**DPHHS
ACTION**

If the complaint is a child protection issue, the DPHHS CPS unit will conduct an investigation. The investigating worker shall confer with the CCL their initial findings, and if necessary, make a formal request for negative licensing action pending the completion of the investigation.

The licensing program may decide to conduct a separate licensing investigation or conduct a joint investigation with the CPS social worker. If any negative licensing action is taken, the CCL will notify the local CCR&R to inform them of the action taken.

**Types of
Complaints**

Complaints received will be documented according to the following two classifications:

1. child protection (CPS); and
2. licensing and registration issues.

A child protection (CPS) complaint refers to a complaint regarding

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abuse or neglect of a child. This means that acts or omissions of a child's parent or other person responsible for the child may harm or threaten to harm the normal physical or mental health or welfare of a child. (41-3-102 MCA.) All reports of suspected abuse or neglect of a child must be reported by the CCR&R agency to the local CPS office.

A complaint regarding licensing issues refers to concerns, other than CPS complaints, regarding alleged violations of child day care facility standards, requirements, regulations, and the direct care of children at the child day care facility.

CCR&R Action **Ideally, CCR&R Programs should not receive CPS complaints;**

However, when a call is made to the CCR&R agency office the staff person obtains all available information and documents that information. If the complaint is a child protection complaint, the caller shall be encouraged to personally report the incident to department and is given the appropriate names and phone numbers to call. If the caller is a professional person legally mandated to report suspected child abuse or neglect, (i.e. doctor, teacher, day care staff) CCR&R agency staff will inform the caller that by law the referral must be made to the local child protection office.

Upon receipt of a complaint, the CCR&R agency staff will forward a copy of the complaint to the appropriate agency contact: for licensing issues the information will be sent to the local CCL and for CPS issues, information will be forwarded to the CPS intake unit for appropriate intervention. Referral of complaints will be made to DPHHS by phone with a follow-up in writing within 72 hours.

If there is a question whether the reported complaint is child protection or licensing, **it will be first treated as a child protection complaint.** Copies of the complaint will be automatically forwarded from the CCR&R office to the local CPS Intake Unit. The local child care licensing staff will also receive a copy for review of appropriate licensing regulations.

Removal from
referral list

To prevent inadvertent referrals to an inappropriate provider, the CCR&R will be notified in writing of any negative licensing action (e.g. suspension, denial, revocation, etc.) taken against a day care provider.

Depending upon the results of the investigation, a child care provider can be removed from the referral listing upon request by

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the child care licenser or other designated department staff.

A provider can be removed from the CCR&R Referral list for the following reasons:

- C If the provider is under investigation by CPS;
- C If the provider is under investigation by Child Care Licensing;
- C If negative licensing has occurred as a result of either a CPS or Licensing investigation or
- C As a result of other investigative findings which result in serious licensing concerns, but do not mitigate negative licensing action.

Facilities with no current, valid registration or license shall not be referred. However, CCR&R agencies do offer referrals to LEGALLY OPERATING programs, such as preschools, after-school programs, etc, who may not be required by law to obtain a license or registration.

The provider's facility will not be referred by the CCR&R until they have had contact from the CCL requesting referrals resume, or until the registration or license is restored to a regular status.

It is the responsibility of the Child Care Licenser to inform the child care provider his/her name has been removed from the referral listing.

**Requests for
information
from the public**

Any person wishing to know the status of a day care facility's license or registration certificate may call the local DPHHS office or District Child Care Resource and Referral Agency.

If negative licensing action has been taken against a day care facility, the public can be informed:

That a license has been reduced to a provisional or restricted status;

That a license has been suspended or revoked, pending the completion of a corrective action plan;

the name of provider; and/or

phone number of provider.

Substantiated complaints against a licensed or registered facility

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may be disclosed to a person requesting information on that facility. The nature of the substantiated complaint (leaving child unattended, lack of supervision) may be shared but names or specific details **may not** be disclosed. In cases when a complaint is made, but is unsubstantiated upon investigation, information pertaining to the nature of the allegations shall not be shared.

Confidentiality

Any information a caller gives in regard to a complaint must be considered confidential. Information is not to be discussed with other persons unless authorized by department policy or Montana law i.e., licensing staff, child protection workers, etc.

In regard to informing Child Care Resource and Referral (CCR&R) agencies of licensing actions, the DPHHS worker may reveal that an investigation is ongoing. The department will notify the CCR&R that a license has been reduced to provisional, restricted, or suspended status pending completion of corrective action plan, or that the license has been revoked.

When a referral regarding licensing regulations is substantiated and the allegations do not relate to child abuse or neglect as defined in 41-3-102 MCA, the licensing worker shall inform the CCR&R of the substantiated referral.

If as a result of investigative findings, the department determines that services under the Training and Technical Assistance program offered by the CCR&R agency are necessary, the Child Care licensor will share with the CCR&R staff the non-compliances found and an appropriate course or training will be developed. This information is to be considered confidential by CCR&R staff.

CCR&R staff shall not reveal details of any case involving child abuse or neglect or of licensing actions. Requests for details of licensing actions are to be referred to the local licensing office. All names of the child(ren) and the family must be deleted from the register that is available to the public.

Reference

45 CFR 98.5 (f)
Section 41-3-201, MCA
Section 41-3-205, MCA

- 4.3 The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

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Administrative Rules of Montana, 37.95.15 (3): Unless prohibited by court order, parents or guardians must have unlimited access to the day care facility during day care hours. This requirement is incorporated in the checklist, used by providers and licensors, for family and group child care home registration and child care center licensing. Child care providers agree to parental access before registration or licensure. Child care licensors evaluate this requirement when visiting child care facilities.

Parents are informed of their right to access their child when they apply for benefits. Parents read and initial several statements on a 'Family's Rights & Responsibilities' form, including, "I have a right to have access at any time while he/she's at child care."

- 4.4 The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is:

Montana Department of Public Health and Human Services
Human and Community Services Division
Public Assistance Bureau

- "appropriate child care": The child care provider meets applicable state standards.
- "reasonable distance":
 - a. If the family is without either their own (or arranged) transportation, and there is no public transportation, then their home or work site must be no more than 3 miles from the child care provider.
 - b. If the family has their own (or arranged) transportation, their home or work site is within one-hour travel distance, one-way, from the child care provider.
- "unsuitability of informal child care": Care that does not meet applicable state licensing standards, although it may be the parent's choice.

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- "affordable child care arrangements": The total parental (caretaker relative or person acting in loco parentis) co-payment and "above and beyond" obligation does not exceed 25% of gross family income.

If access to child care is an issue to a family participating in a Family Investment Agreement (FIA), TANF Case Managers negotiate FIA activities, which reduce or eliminate the need for child care.

**PART 5 - ACTIVITIES & SERVICES TO IMPROVE
THE QUALITY AND AVAILABILITY OF CHILD CARE**

5.1 - Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; and describes the expected results of the activities.

Montana funds three primary activities through the Infant/Toddler Earmark.

1. INFANT TODDLER CERTIFICATION:

Montana has created an Infant/Toddler Caregiver certification. A child care provider certified as an infant toddler care giver must complete one of the following training requirements:

1. The Infant Toddler CDA
2. The Family Child Care CDA + 30 hours of Infant/Toddler coursework
3. The sixty-hour *Program for Infant Toddler Caregivers*.
4. A Child Care Development Specialist Apprenticeship that includes 30-hours of Infant/Toddler coursework.
5. An AA Degree in Early Childhood that includes 30 hours of Infant Toddler coursework
6. BA Degree in Early Childhood that includes 30 hours of Infant Toddler coursework.

The state requires completion of an Infant Toddler Caregiver certification for caregivers working in Infant/Toddler Demonstration project sites in order for those caregivers to receive a wage stipend. The certification training is available to all caregivers statewide to improve the quality of care for young children.

INFANT TODDLER CERTIFIED TRAINERS

The Program for Infant/Toddler Caregivers (WestEd) serves as the basic Infant/Toddler curriculum. This program is offered on a regular basis throughout the state. Instructors certified through WestEd provide the Department a training plan that includes an on-site observation component for each student's program. Montana has approximately twelve WestEd certified trainers who offer the four- module (60 hr) coursework.

Certified trainers receive annual advanced training in Infant Toddler curriculum. This training is offered through Western Montana College of the University of Montana and is based on the latest research in the area of Infant/Toddler development; as well as, adult education techniques.

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2. INFANT TODDLER DEMONSTRATION PROJECT CONTRACTS WITH CHILD CARE FACILITIES.

The state will continue its Infant Toddler Demonstration project through contracts with local child care facilities to improve quality and expand the number of slots available. The number of Demonstration Projects will increase over the next three-year period. Caregivers employed in Demonstration Project sites, receive a wage stipend based on completion of their Infant/Toddler certification and the number of Infants/Toddlers in their direct care. These wage stipends helps bridge the gap that currently exists between education and compensation for early care and education practitioners. In addition, Center and Group facilities receive funds that may be used to support career development of other staff or to support the increased administrative functions associated with the project. An annual amount up to \$5,000 is included in the contract to support accreditation efforts; to improve the environmental design of the facility; to purchase equipment; or to expand the operation.

Contracts with providers in the Infant/Toddler Demonstration are for a three-year duration. These facilities are expected to create models of exceptional quality Child Care for Infants and Toddlers. The project requires that each grantee become accredited within the first two years of the three-year contract. Fourteen demonstration project grantees will be completing the first three-year project in 2004. Facilities that will have priority for the 2005 Infant/ Toddler Demonstration Projects are facilities who are currently accredited by either NAFCC or NAEYC and/or whose caregivers have completed coursework that meets the requirements for Infant/Toddler certification.

3. ITERS EVALUATIONS

The State of Montana trained approximately 40 individuals in administering the Infant/Toddler Environmental Rating Scale (ITERS). ITERS Evaluations are used as pre and posttests in evaluating quality improvement in the Infant/Toddler Demonstration project programs.

ZERO TO THREE National Infant & Toddler Child Care Initiative

Montana was selected to participate in the National Infant & Toddler Child Care Initiative. Our immediate concerns to concentrate on with this T&TA grant will be:

- Assessment and interpretation of the data of current programs funded through the Federal Infant/Toddler earmarks;
- Evaluation of the cost of infant toddler care, for employers and parents, and education of consumers on these costs;
- Enhance the quality of services by providing on-going training and advanced training to infant toddler caregivers.

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CHILD CARE RESOURCE AND REFERRAL SYSTEM -EARMARKED FUNDS:

DPHHS contracts with the Montana Child Care Resource & Referral Network to utilize earmarked funds to enhance the statewide community-based services offered by the MCCR&R Network's 12 member agencies.

The MCCR&R Network, in collaboration with the DPHHS Early Childhood Services Bureau, has targeted three priority areas of service. These are the Montana Out-of-School Time Project, Partnership Project, and Network Services.

- The purpose of the Montana Out-of-School Time Project is to improve the supply and quality of school age care (SAC) statewide.
- The purpose of the Partnership Project is to build partnerships that promote family-friendly workplace policies among Montana businesses, establish child care as a state level issue of economic development, support new collaborations with early childhood professional organizations statewide, and improve leadership skills of Montana early and school-age care professionals.
- The purpose of MCCR&R Network Services is to provide member support to standardize and improve child care resource and referral services at the community level, and to build better linkages to health, education, and other family or provider services statewide.

RESOURCE AND REFERRAL SERVICES - QUALITY EXPANSION AND NON-DIRECT SERVICES FUNDS CHILD CARE RESOURCE AND REFERRAL PROGRAMS:

Through a competitive RFP process, the lead agency contracts with Child Care Resource and Referral Agencies to:

1. Maintain a database of child-care services in the community, including day-care facilities and preschools, which the CCR&R continually updates.
2. Include on their staff at least one individual who has expertise in child development;
3. Provide Child Care Resource and Referral services in the local area;
4. Respond to requests for information or assistance from the public in a timely fashion;
5. Provide services to all segments of the general public;
6. Provide parents with a checklist to identify quality child-care services;
7. Provide information on the availability of child care subsidies;
8. Maintain and make available to the public the number of all referrals made by the Child Care Resource and Referral agency; and otherwise satisfy applicable State regulations.
9. To coordinate Early Care and Education Career Development efforts on the local level.
10. Develop and present regular training in the areas of:
 - Child Development;
 - Health and Safety;

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- Infant and Toddler care;
 - Sound business practices; and
 - SOS Program (Starting Out Successfully) an in-home training program for new providers.
11. Work with local child care licensors in developing and presenting quarterly new provider orientations and providing technical assistance to providers who have been referred by child care licensors.
 12. Promote career advancement opportunities such as the CDA.
 13. Maintain a lending library for local child care providers
 14. Produce and distribute a quarterly newsletter to keep providers updated on latest developments in early care and education.

The CCR&R agencies recruit providers. This enables counties and communities to acquire additional providers as the demand for care services is identified.

The CCR&Rs are in contact with parents to identify their needs and preferences for services. The number and type of working/training hours for which parents need child care, such as daytime verses evening/night-time, and weekend care determine the needs. Recruitment is concentrated on infant care, care for children with special needs, sick care, part-time care, and before-and after-school care. CCR&R agencies have a variety of settings available to parents to choose from which include family homes, group homes, centers, and informal care.

In order to identify the child care service needs of the parents within communities, the CCR&R agencies will coordinate with local government, business organizations, and service delivery agencies to conduct local assessments of child care needs as appropriate. The assessments will identify gaps in services, additional needs of parents and employers, and variances in quality or care. Appropriate action is then taken to meet the child care needs of parents, providers, and the community.

Additionally, CCR&R agencies provide training approved through the early care and education training approval system, in order to improve the quality and availability of child care services. Training is developed and offered according to the needs of the providers in the CCR&R service district and relates the appropriate content area of the Montana Early Care and Education Knowledge Base. The Knowledge Base content areas are: Health Safety and Nutrition, Child Growth and Development, Environmental Design, Child Guidance, Family and Community Partnerships, Program Management, Curriculum, Observation and Assessment, Professionalism, Cultural and Developmental Diversity and Personal Attributes.

IMPROVING THE MONITORING OF COMPLIANCE WITH LICENSING AND REGULATORY REQUIREMENTS

The CCDF funds 11.7 FTE positions to perform child care licensing/regulation and monitoring. The Child Care Licensing Program is housed in the Quality Assurance Division of the Department of Public Health and Human Services.

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The CCR&R agencies are receiving Best Beginnings funding to work closely with the child care licensors who have referred child care providers who need technical assistance in meeting regulatory requirements. CCR&R staffs are providing training and technical assistance to these child care providers in any applicable Knowledge Base content area. The child care licensor and the CCR&R staff discuss the corrective action issue and agree on an appropriate course of action. The trainer may provide onsite training, a training course, or workshop, written materials or technical assistance as part of the corrective action plan.

CCR&R agencies are also receiving Best Beginnings funding to provide the “Starting Out Successfully” or “Basic Essentials” curriculum to novice providers. They are funded to serve 20% of the unduplicated providers in their district. This curriculum may also be used to serve providers referred by the Child Care Licensor for regulation deficiencies. The curriculum is a six month in-home training and support program that covers eight areas of the Knowledge Base in six lesson plans entitled: Health and Safety; Child Guidance; Curriculum and Environment; Child Development; Professionalism; and Business management.

SCHOOL AGE:

Montana Child Care Resource & Referral Network’s Montana Out-of-School-Time Project uses earmarked funds for a collaboration project. This funding is renewable yearly for a maximum of five years. This project is designed to increase school-age children’s access to programs that give them safe, supervised places to spend time, along with chances to learn new skills and develop resourcefulness, responsibility, and reliability.

The MCCR&R Network will continue to build a statewide database of contact information for school-age care and a youth activity program, will update the statewide map of school-age care supply and demand, will increase capacity of the school age care system, will evaluate current progress and challenges, will expand on potential partnerships and improve public support of school age care. The Montana School-Age Care Task Force will assist in developing the plan for coordinating school-age programs, will generate new funding and public/private support, will continue to recommend school-age administrative rules to DPHHS, and will provide training and technical assistance to existing school-age programs.

The MCCR&R Network will network the Montana Out-of-School-Time Project with other state-level outreach and advocacy efforts in order to build the support and awareness of the public education system, early childhood and family advocates, and funders for school-age programs. Other outreach initiatives in which the MCCR&R Network participates include the Early Childhood Future Search, the MCCR&R Business Outreach Project, and the Montana Early Childhood Advisory Council.

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5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds):

\$620,500 (4.0%)

5.1.3 Check either "Yes" or "No" for each activity listed to indicate the activities the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658E(c)(3)(B), §§98.13(a), 98.16(h))

Yes No

- ☒ ☐ Comprehensive consumer education;
- ☒ ☐ Grants or loans to providers to assist in meeting State and local standards;
- ☒ ☐ Improving the monitoring of compliance with licensing and regulatory requirements;
- ☒ ☐ Professional development, including training, education, and technical assistance;
- ☒ ☐ Improving salaries and other compensation for child care providers;
- ☒ ☐ Activities in support of early language, literacy, and numeracy development;
- ☒ ☐ Activities to promote inclusive child care;
- ☒ ☐ Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children;
- ☒ ☐ Other quality activities that increase parental choice, and improve the quality and availability of child care. (§98.51(a)(1) and (2))

Montana's Healthy Child Care America grant offers much collaboration with all health agencies throughout the state. They collaborate on administrative rule and statute changes regarding medication administration and G-tube feeding in child care. ECSB staff serves on Montana's Healthy Child Care advisory board. ECSB staff attends the annual National Healthy Child Care America conference. ECSB staff along with CCR&R trainers, public health nurses has been trained at the National Training Institute for Child Care Health Consultation to support the Healthy Child Care Montana grant. This has allowed health consultation to be provided to child care providers in certain areas of the state.

Montana offers Specialized Training projects and CCR&R trainings in the area of health and safety has been funded with CCDF quality dollars. Provider training is approved through the professional development system for early childhood and some training is approved for Continuing Education Units and/or college credit.

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- 5.1.4 Describe each activity that is checked "Yes" above, identify the entity(ies) providing the activity, and describe the expected results of the activity.

CONSUMER EDUCATION/PUBLIC AWARENESS CAMPAIGNS

Montana funds a business service provider, Banik Creative Group, Great Falls, MT, who coordinates, develops and manages the early childhood consumer education campaign that focuses on the importance and benefits of choosing quality child care, which is targeted to parents, employers and communities at large throughout Montana. Banik has designed the window clings that are displayed by all licensed and registered providers. They have also designed the Star Quality logo that is displayed by all one-star and two-star quality licensed/registered providers throughout the state.

In addition, Montana will use the following methods for providing comprehensive consumer education to parents and child care providers:

1. Parent counseling is provided by Resource and Referral agencies.
2. Resource and Referral Agencies, local Offices of Public Assistance, WoRC program offices, and Child and Family Services offices provide information regarding subsidized child care.
3. Lists of licensed or registered child care providers are available on the Department of Public Health and Human Services "Virtual Pavilion": <http://vhsp.dphhs.state.mt.us>
4. Distribution of brochures, booklets, and other written material about types of care and quality of care.
5. Distribution of child care regulatory information.
6. Complaint policies are included in the child care provider handbook and covered during new provider orientation.
7. Mass media such as television, radio, Internet sites, and billboards in collaboration with National child care awareness campaigns.
8. Public meetings and conferencing via METNET, Montana's interactive telecommunication system.

GRANTS TO PROVIDERS

Best Beginnings offers annual grants to licensed and registered child care providers to enhance or develop quality child care programs while expanding and improving access to quality child care for low income families. These grants may be renewed on an annual basis for a period of up to three years based on performance. To be eligible to participate child care providers must be participating in the Montana Early Care and Education Practitioner Registry and have achieved a Level III or higher on the Career Path. Maximum grant awards for licensed centers is \$15,000, registered group child care homes is \$10,000 and \$5,000 for registered family child care homes.

Grants are awarded to providers who demonstrate a strong link to professionalism in the field of early childhood; a commitment to providing high quality care in safe and healthy environments; and a commitment to the development and retention of highly skilled and knowledgeable staff.

MINI GRANTS

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Best Beginnings offers Child Care Mini Grants that are quick and easy for child care providers to apply for at any time during the year and are awarded on a quarterly basis. Licensed or registered child care providers must be participating in the Montana Early Care and Education Practitioners Registry and can be at any level on the Career Path. These funds may be used to replace or acquire equipment, purchase developmentally appropriate toys and/or supplies, meet regulatory requirements, and to hire substitute care to enable provider and/or staff to attend trainings, conferences and/or workshops. Maximum awards are \$1,500 for licensed child care centers and \$1,000 for registered group and family child care homes.

1. TRAINING, EDUCATION, AND TECHNICAL ASSISTANCE

- **Merit Pay** is a training incentive program available to owners, operators, and employees of registered and licensed child care facilities. Providers may choose to participate in either a 68-hour or a 38-hour training track. Once their training plan is completed and verified, they receive either a \$400 or \$200 Merit Pay Award. Child Care Providers may apply to participate in pre-approved early childhood continuing education course work.
 1. Child Care employees who work a minimum of 15 hours a week in a registered group or family day care home or a licensed day care center may apply for the merit pay program each year. Applicants must be working directly with children in a home or classroom setting.
 2. To receive a merit pay award applicants can participate in one of two tracks: A 68-hour track for those participants completing and verifying 68 hours of training; or a 38-hour track.
 3. Priority is given to:
 - a. Providers who have not previously received the award,
 - b. Training that leads to certification or accreditation such as college credit, CDA, or the National Association of Family Child Care Accreditation,
 - c. Training that will enhance a direct care provider's ability to work with young children such as child development, child guidance, health and safety, and developmentally appropriate practices.
- **Specialized Training Grants**-the goal of this grant is to identify and fund well-qualified service providers who will provide specialized training opportunities to early care and education practitioners and community agencies concerning identified early childhood needs.
- **Mentoring Program Grants**- Best Beginnings offers a one year contract that is renewable on an annual basis up to a total of 2 years to establish and support "mentoring programs" in Early Care and Education that match experienced caregivers "mentors" with novice caregivers "protégés". Mentor programs are

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currently housed in four Resource and Referral offices, one community college, and one child care association.

- **Grants for Higher Education Coursework in the Area of Early Childhood-** Best Beginnings funding provides Higher Education in the area of Early Childhood in regions where this type of training is currently unavailable or in communities that are under served. Appropriate coursework is that which leads either to a Child Development Associate (CDA) certificate or to an associate's degree in early childhood. One-year contracts are awarded which are renewable on an annual basis up to a total of four years. Best Beginnings will be sending out RFP's for the 2004 FFY.
- **Scholarships** are provided for CDA training and assessment, associate or bachelor's degree in early childhood/child development, accreditation and stipends for Master's Degrees in Early Childhood. These scholarships are available through the Early Childhood Project.

2. IMPROVING SALARIES AND OTHER COMPENSATION FOR CHILDCARE PROVIDERS

A well-trained, consistent caregiver is the key ingredient in the recipe for good early care and education. All of the quality initiatives that Best Beginnings offers are helping to improve salaries and other compensations that are building the supply and quality of child care in our communities .

- **Montana's Star Quality Tiered Reimbursement Program:** Child care providers may qualify for increased subsidy rates by obtaining a one or two star rating by meeting requirements listed in the table below:

| QUALITY INDICATOR | 1-STAR REQUIREMENT (+ 10%) | 2-STAR REQUIREMENT (+ 15%) |
|--------------------------|--|--|
| License Duration | 2 or 3 year extended, non-probationary license or registration | 2 or 3 year extended, non-probationary license or registration |
| Accreditation | Not accredited | Accredited by NAEYC, NAFCC, or NSACA |
| Staff Training | 75% of Center (50% of Group) primary care giving staff at Level 2 or higher on the Career Path | 75% of Center (50% of Group) primary care giving staff at Level 2 or higher, including one full-time staff at Level 3 or higher, on the Career Path. |
| Staff Turnover | Average annual turnover rate of primary care giving staff less than 50% | Average annual turnover rate of primary care giving staff less than 40% |
| Developmental Plan | Plan must be satisfactory | Automatically fulfilled by accreditation |

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| QUALITY INDICATOR | 1-STAR REQUIREMENT (+ 10%) | 2-STAR REQUIREMENT (+ 15%) |
|---------------------------|-------------------------------|--|
| Parental Involvement Plan | Plan must be satisfactory | Automatically fulfilled by accreditation |
| Personnel Policies | Plan must be satisfactory | Automatically fulfilled by accreditation |

3. OTHER QUALITY ACTIVITIES THAT INCREASE PARENTAL CHOICE AND IMPROVE THE QUALITY AND AVAILABILITY OF CHILD CARE

Best Beginnings has contracted with Child Care Plus+ (University of Montana) for a state “*Child Care Inclusion Coordinator.*” Funding has created an on-going statewide initiative to assist families and child care providers in creating inclusive environments. This project is contracted yearly for a period of up to five-years.

5.1.5 Is any entity identified in sections 5.1.1 or 5.1.4 a non-governmental entity?

() No.

(X) Yes, the following entities named in this part are non-governmental:

Name:

Type (see section 1.6 of the guidance):

- Section 5.1
 - 12 CCR&R agencies in Montana – non-profit
 - Child Care Resource and Referral Network – non-profit
- Section 5.4
 - Consumer Education-Banik Creative Group
 - 12 CCR&R agencies in Montana – non-profit
 - Child Care Inclusion Coordinator governmental/university system
 - Specialized Training grants may or may not be non-governmental, governmental, university system, non-profit or for-profit
 - Mentoring Program grants may or may not be non-governmental, university system, non-profit

5.2 - Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and numeracy, a plan for the education and training

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of child care providers, and a plan for coordination across at least four early childhood programs and funding streams.

5.2.1 - Voluntary Guidelines for Early Learning

- Indicate which of the following best describes the current **status** of the State's efforts to develop research-based early learning guidelines (content standards) regarding language, literacy, pre-reading, and numeracy for three to five year-olds:
 - a) ____ Preliminary thinking or planning.
 - b) **X** Guidelines are being developed.
 - c) ____ Guidelines are developed but need to be modified.
 - d) ____ Guidelines are developed and implementation is in progress.
 - e) ____ Guidelines are developed and implemented in pre-kindergarten programs but not in child care.
 - f) ____ Guidelines are developed and implemented.
 - g) ____ Other. Please describe:

- Describe the **process** that was used or is planned for developing the State's early learning guidelines. Indicate who or what entity provided (or is providing leadership) to the process as well as the stakeholders involved. Was (or is) the process framed by State legislation, research and/or guiding principles? If so, please describe. How are (or will) the early learning guidelines and the State's K-12 educational standards aligned? If they are not aligned, what steps will be taken to align them? If the early learning guidelines are in development, what is the expected date of completion?

In *December of 2002*, the Montana Early Childhood Advisory Council (MECAC) reviewed President Bush's Good Start, Grow Smart mandates, including the requirement for the establishment of voluntary Early Learning Guidelines. The MECAC recommended that a core group of stakeholders be created to begin the process of establishing voluntary early learning guidelines for the state of Montana. The core group consisted of the following individuals and constituencies:

- Dr. Julie Bullard, Western Montana College of the University of Montana
- Linda Fillinger, Chief, Early Childhood Services Bureau, Montana Department of Public Health and Human Services
- Joan Morris, Montana Office of Public Instruction
- Sandra Morris, Child Care Plus+, The Center for Inclusion in Early Childhood at the University of Montana Rural Institute
- Patti Russ, Supervisor, Early Childhood Services Bureau, child care unit, Montana Department of Public Health and Human Services
- Christy Hill-Larson, Montana Head Start Association
- Mary Jane Standaert, Montana Head Start/State Collaboration Project

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-
- Kerry Williams, Montana State University, Early Childhood Project
 - Linda Snedigar, Supervisor, TANF programs, Montana Department of Public Health and Human Services
 - Billie Warford, Montana State University, Early Childhood Project and NCCIC
 - Lori Evans, Montana Child Care Resource and Referral Network

Kerry Williams of the Early Childhood Project was selected to be the process facilitator and primary researcher for the Montana Early Learning Guidelines project.

In *January and February of 2003* the core group of representatives began a series of conference calls to craft a process for the creation of Early Learning Guidelines. The group reviewed the summary of findings from the “State Early Learning Guidelines Roundtable” hosted by the U.S. Department of Education and the U.S. Department of Health and Human Services and conducted an inventory of the guidelines, standards, regulations, core knowledge and best practices used by Early Care and Education practitioners in the State of Montana. Based on this information, the core group devised a draft set of guiding principles and a process for writing Early Learning Guidelines in Montana.

In *March of 2003* the draft of the Guiding Principles for Early Learning Guidelines was presented to the Montana Early Childhood Advisory Council (MECAC), along with a history of the Early Learning Guidelines and the anticipated process for their future development and dissemination. Comment was solicited both at this meeting, and through a feedback mechanism that each MECAC representative took back to his or her constituent group. Feedback was collected and the Guiding Principles were revised accordingly.

Also in March the Core Group issued an invitation/application to a broad universe of potential stakeholders for participation in a two-day work session to design and craft the first draft of Montana’s Early Learning Guidelines. The expanded group of stakeholders included:

| | |
|---|--|
| Advocacy Groups | Kindergarten Teachers |
| Child Care Centers | Literacy & Communication Delays |
| Child Care Licensing | Mental Health |
| Child Care Resource & Referral | Montana Association for the Education of Young Children (MtAEYC) |
| Department of Education | Montana Child Care Association (MCCA) |
| Early Care & Education Career Development | Multicultural Perspectives |
| Early Childhood Administrators | NAECTE |
| Early Childhood Higher Education | Office of the Governor |
| Early Literacy | Parent Education |
| Elementary Principals | Parents – Child Care |
| Even Start | Parents – Head Start |
| Faith-based Organizations | Parents – Preschool |
| Family Child Care Homes | Preschools |
| Foundations | |

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| | |
|--------------------------------|-----------------------------|
| Group Child Care Homes | Special Education/Inclusion |
| Head Start/State Collaboration | Superintendents |
| Head Start Coordinators | TANF |
| Head Start Teachers | Title I |
| Health & Safety | Tribal |

The application also provided a method for the core group to establish a list of “interested parties”. Individuals not interested in, or selected to participate in the two-day work session may be recruited as future reviewers and local focus group participants.

In *April of 2003* the working group consisting of representatives from the key stakeholder groups listed above, was convened to develop a draft of Early Learning Guidelines based upon the Guiding Principles. During the two-day, intensive retreat, participants created guidelines about what children should know, understand, and be able to do when they enter kindergarten. The work group participants were provided resource material that included examples of Early Learning Guidelines crafted by other states, particularly Indiana; copies of *Developmentally Appropriate Practice*; the Montana K-12 standards; Internet access to published research; the *Montana Early Childhood Practitioner Core Knowledge Base*; Head Start Standards; and a variety of other research based materials. Curriculum area experts participating in the work group also contributed specific research based reference materials.

The working group designed Montana’s Early Learning Guidelines to align with Montana’s K-12 standards and include the same major curriculum areas:

- Language and Literacy
- Math
- Science
- Social Studies
- Creative Arts
- Physical Education and Health

In *May of 2003*, the work accomplished in April was assimilated and written up into an organized working document, ready for dissemination to interested parties. The first rough draft of Montana’s Early Learning Guidelines was rolled out and made available to the public.

During the months of *June through August of 2003*, facilitated regional meetings are conducted throughout the State of Montana. Stakeholders are invited to learn about the Early Learning Guidelines and make comments on their purpose and content.

In *September of 2003* the comment period on Montana’s Early Learning Guidelines concludes. Revisions to the first draft are made using feedback from public comment and regional meetings.

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During the months of *October through December of 2003*, the second draft of Early Learning Guidelines enters into a pilot phase. A variety of early learning settings are chosen to utilize the Early Learning Guidelines in practice and give feedback as to their relevance and ease of use.

In *January of 2004*, Montana's Early Learning Guidelines are revised according to feedback from pilot participants. A final document and implementation plan is produced and disseminated.

- Describe the **domains** of development that the early learning guidelines address or are expected to address, e.g., social, emotional, cognitive, linguistic, and physical. States that have completed early learning guidelines should include a copy as an appendix to the plan. If the guidelines are available on the web, provide the appropriate Web site address.

The Montana Early Learning Guidelines address the following domains of development:

- Social/Emotional
- Cognitive
- Physical
- Self-help

See Attachment 'H': Montana Draft Early Learning Guidelines

- Describe the process the State used or expects to use in **implementing** its early learning guidelines, e.g., feedback and input processes, dissemination, piloting, training in the use of the guidelines, and linkages with other initiatives such as incentives for provider education and training. To what extent is (or was) implementation anticipated in the development of the guidelines? To which child care settings do (or will) the guidelines apply and are the guidelines voluntary or mandatory for each of these settings? How are (or will) community, cultural, linguistic, and individual variations, as well as the diversity of child care settings (be) acknowledged in implementation?

An implementation plan will be developed following extensive public comment and completion of the pilot program. Montana anticipates that information contained in the Early Learning Guidelines will be embedded in the existing training and education available to the State's Early Care and Education practitioners. The Core Knowledge Base will be reviewed and revised to reflect and incorporate the Early Learning Guidelines as appropriate.

Montana also anticipates the creation of a companion document to the Early Learning Guidelines targeted to parents.

- As applicable, describe the State's plan for **assessing** its early learning guidelines. What will be the focus of the evaluation, i.e., guideline development and implementation, programs or child care settings, and/or outcomes related to children? Will young children's progress be

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evaluated based on the guidelines? How will assessment be used to improve the State's guidelines, child care programs, plans and outcomes for individual children?

The Core Group is responsible for developing a plan for assessment. Initially the assessment will focus on guideline development and implementation. Focus groups and a pilot program will be used to identify the effectiveness of the guidelines, as well as, the receptivity of the guidelines by teachers, child care providers, and parents.

At this time there is no plan to evaluate young children's progress based on the guidelines. The MECAC will continue to discuss the possibility (and practicality) of incorporating assessment to improve outcomes for individual children. Evaluation of this kind is difficult at best in a state where there is no state funded Pre-K and the majority of the school readiness activities occur in private child care settings.

Section 5.2.2 - State Plans for Professional Development

- Describe the provider training, technical assistance, and professional development opportunities that are available to child care providers. Are these opportunities available Statewide to all types of providers? If not, please describe.

Montana has developed a comprehensive, coordinated career development system for practitioners working in every type of early childhood setting. The system is aimed at increasing professionalism in the field of Early Childhood and ultimately linking compensation to increased skill, experience and education.

The Early Childhood Project at Montana State University-Bozeman manages the Early Care and Education Career Development office. The office manages a three-legged system for career development, which is part of the Best Beginnings Quality Child Care Initiative. The system includes: 1) the Early Care and Education Training Approval System and Trainer Directory; 2) the Early Care and Education Knowledge Base, and 3) the Early Care and Education Career Path: <http://www.montana.edu/ecp/>

Montana's goals for Career Development are to:

1. Define what practitioners need to know,
2. Develop a formalized multi-level education and training system for early childhood,
3. Ensure that training is high quality and meets the needs of practitioners,
4. Provide equal access to education and training through innovative delivery and a coordinated system of planning, promoting and implementing learning opportunities,
5. Promote recognition and increased compensation by formal documentation of practitioners professional development,
6. Celebrate cultural and developmental diversity of practitioners, children and families, and

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7. Help parents make informed choices about early care and education options for their children.

Montana's twelve Child Care Resource and Referral agencies provide early childhood practitioners with a variety of approved trainings and technical assistance. Practitioners are also given the opportunity to attend approved trainings offered by other agencies in their communities along with distance learning opportunities that have been developed by Child Care Resource and Referral agencies, the Child Care Resource and Referral Network, Child Care Plus+, and ECC college coursework available on the internet.

- Does the State have a child care provider professional development plan?

(X) Yes. Identify the entities involved in the development of the plan and whether the plan addresses all categories of providers. As applicable, describe: how the plan includes a continuum of training and education, including articulation from one type of training to the next; how the plan addresses training quality including processes for the approval of trainers and training curriculum; how the plan addresses early language, literacy, pre-reading, and numeracy development. Indicate whether the plan is linked to early learning guidelines and, if so, how.

() No. Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and numeracy.

The plan was developed and written in 1995-6 in a collaborative process facilitated by the Early Childhood Project at Montana State University with the expertise of Andi Genser from Wheelock College's Center for Early Care and Education Career Development. The initial task force included representatives from early childhood higher education, state government, the child care resource and referral network, Montana Child Care Association and Montana Association for the Education of Young Children, Office of Public Instruction, and Head Start. The plan was developed to be inclusive of all types of early childhood practitioners in all types of settings. A Career Path with nine levels from pre-professional to a doctorate degree with an early childhood emphasis was implemented. The Pre-Professional Level is intended to bring beginning caregivers and even high school students onto the path with minimal training and experience.

The Career Path has two levels that reflect preparation for the Child Development Associate (CDA) credential, one with college credit and one without. The twenty-four credit series offered by UM-Western in nine communities around the state is fully articulated to associate degree programs and four-year institutions. Montana's community and tribal colleges also have articulation agreements.

Montana's Training Approval System has been in place since 1998 and requires all informal (not-for-college credit) training to be approved for state licensing required hours

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and continuing education hours for the Practitioner Registry (Montana's professional recognition certification system). The Trainer Directory identifies individuals who are available to facilitate training in the Knowledge Base areas. Trainers are encouraged to attend Adult Learning I and II, train the trainer events, sponsored annually for twelve hours of instruction.

Early language, literacy, pre-reading and numeracy development are addressed in the Montana Early Care and Education Knowledge Base, which is currently being revised and updated. Montana is in the development stage of writing Early Learning Guidelines in all curriculum areas, which include literacy, pre-reading, and numeracy. The early childhood higher education options all include specific curriculum course work.

- Are program or provider-level **incentives** offered to encourage provider training and education? If yes, please describe. Include any links between the incentives and training relating to early language, literacy, pre-reading, and numeracy.

Montana has a variety of programs to promote training and continuing education and provide incentives to students to continue their education:

- Merit Pay awards \$200 or \$400 to practitioners, who apply for, develop and complete an individualized training plan of 38 or 68 hours of training within a year. The plan must address training within the Knowledge Base content areas that include all areas of early childhood curriculum.
- Undergraduate awards for students enrolled in early childhood higher education that leads to a CDA, AA or BA/BS degree in Early Childhood.
- Child Care Development Specialist Apprenticeship Program requires 24 credits of early childhood course work and offers incentives to apprentices to help them pay the cost of tuition and books.
- CDA Assessment Scholarships to help students pay the cost of CDA assessment.
- Scholarships for practitioners attending the four modules of West ED Infant Toddler training to become Montana certified Infant Toddler caregivers.

Montana will be developing linkages between incentives and training related to early language, literacy, pre-reading, and numeracy.

- What are the expected **outcomes** of the State's professional development plan and efforts to improve the skills of child care providers? As applicable, how does (or will) the State assess the effectiveness of its plan and efforts? If so, how does (or will) the State use assessment to help shape its professional development plan and training/education for child care providers?

Expected Outcomes for Montana's Professional Development Plan are:

- Increased quality and accessibility to high quality training opportunities that address all content areas of the Knowledge Base;

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- A continuum of training and education from entry level to intermediate and advanced to meet the range of needs among providers for inclusion on a statewide training calendar;
- Identification of gaps in training and development of programs and practices to maximize resources and depth of training,
- Coordinating education and training activities with a variety of organizations including but not limited to:
 - a. Head Start;
 - b. The Montana Early Childhood Higher Education Consortium,
 - c. The Montana Early Childhood Advisory Council
 - d. The Montana Resource and Referral Network,
 - e. The Montana Child Care Association,
 - f. The Montana Association for the Education of Young Children; and
 - g. The Montana Career Development Advisory Board.
- Promotion of increased compensation for practitioners who have achieved higher levels on the Career Path and other measures of quality, including program development, parent involvement, and decreased turnover among staff;
- Development of a framework and infrastructure for the provision of a well-trained and educated early childhood workforce across all program settings;
- Maintaining a child care practitioner-training registry on a statewide data base.

Assessment of effectiveness is ongoing through data collection and analysis of approved training, Practitioner Registry participation, monitoring of Child Care Resource and Referral contracts for training, usage of scholarship and incentive funds and provider surveys. Montana's Professional Development plan is monitored by the Early Childhood Services Bureau and by the Career Development Advisory Board. An annual planning meeting is conducted each year where an action plan is developed based upon the annual work report and recommendations from the Career Development Advisory Board. In 1998 a wages, salaries and working conditions study was conducted and an update to that research will be conducted in the next year.

Section 5.2.3 - State Plan for Program Coordination

- Does the State have a **plan** for coordination across early childhood programs?

(X) Yes.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination.

The Montana Early Childhood Advisory Council is responsible for ensuring that coordination occurs. The MECAC operates using a formal consensus process to

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coordinate Montana's early childhood programs. (See Section 2.1 for additional information)

TANF – Both a state level TANF program officer and a County Office of Public Assistance (OPA) Director are members of the MECAC. The County Director's Association nominates a representative to the MECAC to represent their statewide organization. In addition, the MECAC includes a member of a grass roots advocacy group for the rights of low-income individuals and TANF recipients.

Administration of the Temporary Assistance to Needy Families Block Grant is housed within the DPHHS, Human and Community Services Division, Public Assistance Bureau. This is the same division that administers the Child Care and Development Fund Block grant and houses the Early Childhood Services Bureau. The MECAC reviews the child care budget for subsidy, and quality and makes funding recommendations to the Division Administrator for final approval. They also help to design programs that maximize the resources available to serve both TANF families and low-income working families receiving child care scholarship assistance.

MECAC recommendations that have resulted in a direct impact on the child care budget and services offered include:

- 100% of the CCDF Maintenance of Effort (MOE) dollars are spent on child care services for TANF families so that these funds may be counted as both CCDF and TANF MOE.
- TANF families are guaranteed child care while participating in Family Investment Agreement activities that require child care.
- Funds have been regularly transferred from the TANF Block Grant to the Discretionary Fund of the CCDF to insure adequate child care assistance for low-income working families and families transitioning off of TANF into the work force. Adequate funding for child care serves as a diversion from participation in the cash assistance services offered through the TANF block grant; it supports family self-sufficiency; it allows families to avoid the TANF benefit "time-clock"; and it supports stable child care placements for children.
- The setting of very low co-payments for TANF families. TANF families pay \$10.00 per month for child care to their providers.

Maternal and Child Health – The MECAC includes both a representative from the Healthy Child Care Montana project and a program officer from the DPHHS Maternal and Child Health Bureau. The MECAC has agreed to provide oversight to an anticipated Maternal and Child Health grant for the planning and implementation of Early Childhood Comprehensive Systems. This project is anticipated to begin in the fall of 2003.

The MECAC has collaborated in the area of health and safety in child care to develop recommendations that have resulted in a direct impact on services and budgets:

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- Training in the area of health and safety in child care is offered to a variety of early care and education practitioners including child care providers, Head Start teachers, Pre-School teachers, as well as public health nurses. Training for providers is approved through the professional development system for early childhood. In some instances, training is also approved for Continuing Education Units (CEU) and/or college credit.
- Specialized Training projects in the area of health and safety has been funded with CCDF quality dollars.
- Grant money has been sought through collaborative efforts with some success. Proposals written include an unsuccessful Rural Health Outreach grant and the Early Childhood Comprehensive Systems grant which is pending.
- Collaborations on administrative rule and statute changes regarding medication administration and G-tube feeding in child care.
- Training for CCR&R trainers, ECSB personnel, Center Directors, University staff, public health nurses and other early care and education practitioners in the ECERS, ITERS, and FDCRS environmental rating scales.
- Attendance by ECSB staff at the National Training Institute for Child Care Health Consultation.
- Attendance by ECSB staff at National Healthy Child Care America conferences.

Child and Adult Care Food Program (CACFP) – The MECAC includes both a CACFP Sponsor's Network representative and a state level program administrator. The CACFP is housed in the DPHHS Early Childhood Services Bureau.

On-going MECAC discussions are focused on improving efficiencies and collaboration between child care licensing and food program sponsors, both of whom visit and inspect facilities.

Head Start – The MECAC includes the Head Start/State Collaboration Director and a representative from the Montana Head Start Association. The MECAC is also recognized as the state coordinating council for early childhood.

The Head Start/State Collaboration (HSSC) office is co-located within the Early Childhood Services Bureau. This allows for daily interaction between the HSSC, child care, CACFP, and the Child Care Development Specialist Apprenticeship program. Also located within the DPHHS are the TANF programs, mental health, and Maternal and Child Health programs.

MECAC recommendations that have resulted in a direct impact on services and budgets include:

- A change in the certification span and eligibility requirements for child care scholarship assistance from three months to six months to stabilize care for families.

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- The creation of a two-year pilot program ending June 30, 2003 known as “Children as Scholars” to support full-day/full-year Head Start services.
- HSSC dollars have been used as needed to support the Early Care and Education Professional Development system.
- HSSC dollars have been used to develop leadership-training opportunities for Montana’s early childhood professionals.
- The HSSC office has been instrumental in opening Head Start training opportunities to child care providers in a variety of locations.

Montana Department of Labor and Industry (DOLI) and the Child Care Development Specialist Apprenticeship Program.

The Montana Department of Public Health and Human Services, the Montana Department of Labor and Industry, Western Montana College of the University of Montana, and the Early Childhood Professional Development office at MSU, collaborated to create the Montana Child Care Development Specialist Apprenticeship program. The lead agency for this successful grant was the DPHHS, Early Childhood Services Bureau. A program officer with an early childhood background was hired to administer the program. This person is co-located in the Apprenticeship and Training Bureau of the Montana DOLI. This arrangement allows the program officer to learn the rules and regulations surrounding registered apprenticeship yet still possess a solid understanding of early childhood.

The goals of the grant were to train 80 apprentices as Child Care Development Specialists. To date over 120 apprentices are enrolled in the program and over 40 have graduated. These apprentices are employed in a variety of settings including Head Start, public school, family, group, and center child care. Individuals participating in the Child Care Development Specialist apprenticeship program complete 24 college credits in early childhood education and 4000 hours of supervised on the job training. Training sponsors (employers) provide raises for these employees at scheduled times during the training. Graduates of the program are granted a “Journey” level certificate; attain Level 4 on the Montana Early Care and Education Career Path; and may elect to go on to complete their Associates Degree.

The Early Care and Education Professional Development System at Montana State University

The Early Childhood Services Bureau contracts with the Early Childhood Project at Montana State University in Bozeman to coordinate the Early Childhood Professional Development System in Montana. (See Section 5.2.2) The Director of the Professional Development office is a member of the MECAC.

Higher Education in Early Childhood and Child Development – Montana has in place a Higher Education Consortium for Early Childhood. This consortium nominates a representative to address early childhood higher education in Montana.

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MECAC collaborations and recommendations that have resulted in a direct impact on services and budgets include:

- The direction of Quality Dollars to support access to early childhood higher education on a statewide basis.
- Coordination of funds to support training for early care and education students which includes CCDF funded scholarships, and other more traditional financial aid opportunities (Pell Grants, Student loans, etc)
- Creation of distance learning opportunities including the Early Childhood (EC) rural project; Internet based college coursework; and expanded use of interactive video for training.
- Coordination with CCR&R training and the approval of certain CCR&R based training for college credit.
- Coordination of Infant/Toddler training and “train the trainer” opportunities for advanced studies in Infant/Toddler care giving.
- The creation of a BA in Early Childhood.
- Articulation agreements between community colleges, University system schools and Tribal Colleges.

The Montana Office of Public Instruction – The Montana OPI has an early childhood representative on the MECAC. This representative supplies a vital link to Even Start and early reading/literacy initiatives offered through the schools and other community based organizations.

MECAC collaborations in this area are fairly new. Initiatives that have resulted in a direct impact on services include:

- The inclusion of an early reading/emergent literacy track at the state teacher’s conference. Child care providers and Head Start teachers were invited to participate in this training. The state teacher’s conference was approved training for participating licensed and registered child care providers.
- Major collaboration on the new Early Learning Guidelines. The OPI representative on the MECAC provided new links to local school districts, as well as, Kindergarten and primary grades teachers.
- Collaboration between OPI and DPHHS to apply for the Early Childhood Educator Professional Development grant. (This effort was unsuccessful but provided a foundation for future collaborative ventures).

The Montana Child Care Resource and Referral Network – The Montana Child Care Resource and Referral Network holds two seats on the MECAC. The Network nominates a local CCR&R Director as one representative; the Executive Director of the CCR&R Network holds the other.

The Montana CCR&R Network has been able to obtain funding in addition to the CCDF funds earmarked for CCR&R services. This includes a Children’s Defense Fund Grant, participation as a member agency of “Montana Shares,” and has been

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able to obtain funds to create a child care facility revolving loan fund of \$150,000. The fund will be expanded with the help of public and private lenders.

The MECAC public policy committee has worked with the Montana CCR&R Network to build the public trust and create a forum for advocacy for early childhood issues. Through the use of unrestricted funds, a strong early childhood lobby called “Montana Child Care Votes” was created, consisting of a coalition of the following membership organizations:

- The Montana Child Care Resource and Referral Network
- The Montana Association for the Education of Young Children
- The Montana Child Care Association
- The Montana Head Start Association

Part C of IDEA, Early Intervention Services – Montana was previously a Map to Inclusion state. As a result of that collaborative effort, the child care subsidy for children was revised to comply with the Americans with Disabilities Act (ADA). This subsidy for special needs children is now based on care requirements. Families, who have a child with special needs, are guaranteed child care.

The ECSB contracts with Child Care Plus+, the Center for Inclusion in Early Childhood, of the University of Montana to provide statewide training and consultation to parents, child care providers, CCR&R agencies, and Part C agencies.

A staff member of the ECSB also serves on the Family Support Services Advisory Council for Early Intervention services.

() No.

Indicate what steps are under way to develop a plan for coordination.

- Describe the **results** or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children.

The goals of collaboration in early childhood are:

- Maximize resources and services for Montana families needing child care and other early care and education services.
- Avoid duplication of effort in order to build and strengthen existing programs.
- Reduce excessive paperwork required of parents, providers and other early educators.

Early Learning Guidelines – The early learning guidelines were undertaken as a collaborative project led by the Montana Department of Public Health and Human Services (includes TANF and the CCDF). The major partners are the Montana Office of

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Public Instruction, the Montana CCR&R Network, and the Montana University System. Since the Early Learning Guidelines are voluntary, it is incumbent on the state to produce a superior product that meets the needs of a variety of end users. This includes numerous independent local school districts, approximately 2000 licensed, registered and legally operating child care providers, parents, and private unlicensed preschools.

It is the philosophy of the Early Learning Guidelines Core Group and the MECAC that an inclusive process is vital to the production of a useful set of Early Learning Guidelines. It is the vision of the MECAC that the Early Learning Guidelines will be used by the majority of people educating and caring for young children so that all Montana children can enter Kindergarten healthy and ready to learn.

Professional Development – Montana's Early Childhood Professional Development system was designed to serve all individuals involved in the early childhood profession. Training opportunities are listed on a statewide training calendar; there is a Career Lattice that is inclusive of many job descriptions ranging from center aide to PHD; training is approved to insure quality; and there is a core Knowledge Base that is used for a variety of purposes from grant writing to inclusion in college level course work.

Montana professional development system was designed to:

- Be user friendly,
- Be research based,
- Include incentives for participation,
- Meet the needs of the full spectrum of early care and education professionals.

Outcomes for Children – At the present time, Montana does not have a mechanism to assess individual child outcomes or progress until the fourth grade. Head Start will begin assessing children as they participate in that program and prepare to enter Kindergarten. Some child care providers will assess the children in their care and work with local Kindergarten teachers on school readiness efforts.

The state will focus on creating a strong early care and education infrastructure and workforce. Research tells us that high quality programs with well-trained staff are a key to positive child outcomes. Therefore the state has created benchmarks for quality that include increased participation in National Accreditation; increased participation in CDA or Apprenticeship coursework; increased participation in early childhood degree programs; a reduction in teacher/caregiver turnover; and an increase in teacher/caregiver wages. These outcomes are measurable and will be accomplished through high quality teacher/caregiver training; strategies to improve caregiver compensation such as Tiered Reimbursement; and the wage stipends in the Infant/Toddler program.

The MECAC will discuss the feasibility of conducting additional research or data collection at the child level to more accurately assess child outcomes as a future goal.

- Describe how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

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It is the expectation of the Montana DPHHS that the MECAC will continue to be made up of a broad and diverse group of stakeholders and that programs will be coordinated to maximize services. The Department is committed to honoring the advice and recommendations of this group so that services are maximized. Collaboration continues to be a high priority in a time of limited resources.

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PART 6 - HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(ONLY THE 50 STATES AND THE DISTRICT OF COLUMBIA COMPLETE PART 6.
ONLY TERRITORIES COMPLETE PART 7.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>

Section 6.1 - Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☒ YES, answer 6.1.2 and proceed to 6.2.
☐ NO, answer 6.1.2 and 6.1.3.

6.1.2 Have center licensing requirements as relates to staff-child ratios, group size, or staff training been modified since approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ NO
☒ YES, and the changes are as follows:

Staff Training: Effective August 2002, persons employed for less than 160 hours per year, are not required to attend 8 hours of training. Additionally, rules were amended regarding CPR training. Providers must now be certified in infant, child, *and* adult CPR.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

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Section 6.2 - Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☒ YES, answer 6.2.2 and proceed to 6.3.

☐ NO, answer 6.2.2 and 6.2.3.

6.2.2 Have group home licensing requirements as relates to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan?
(§98.41(a)(2) & (3))

☐ NO

☒ YES, and the changes are as follows:

Staff Training: Effective August 2002, persons employed for less than 160 hours per year, are not required to attend 8 hours of training. Additionally, rules were amended regarding CPR training. Providers must now be certified in infant, child *and* adult CPR

6.2.3 For that group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 6.3 - Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☒ YES, answer 6.3.2 and proceed to 6.4.

☐ NO, answer 6.3.2 and 6.3.3.

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6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☒ NO

☐ YES, and the changes are as follows:

Staff Training: Effective August 2002, persons employed for less than 160 hours per year, are not required to attend 8 hours of training. Additionally, rules were amended regarding CPR training. Providers must now be certified in infant, child *and* adult CPR

6.3.3 For that family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations):
Legally unregistered child care providers (LUPs) receive training in the prevention and control of infectious diseases and immunization recommendations in the health segment of the required orientation class. A self-assessment checklist is included on the LUP application, which is signed and received by the provider and the parent.
- Building and physical premises safety:
Legally unregistered child care providers (LUPs) receive training on building and physical safety in the safety segment of the required orientation class. A self-assessment checklist is included on the LUP application, which is signed and received by the provider and the parent.
- Health and safety training:
Legally unregistered child care providers (LUPs) receive training in health and safety in the health and safety segments of the required orientation class. A self-assessment checklist is included on the LUP application, which is signed and received by the provider and the parent.

Section 6.4 - Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above? If:
☐ YES, answer 6.4.2 and proceed to 6.5.
☒ NO, answer 6.4.2 and 6.4.3.

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6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan?
(§98.41(a)(2) & (3))

☒ NO

☐ YES, and the changes are as follows:

6.4.3 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan?
(§98.41(a)(2) & (3))

☒ NO

☐ YES, and the changes are as follows:

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations):

In-home providers, otherwise known as “legally unregistered providers”

(LUPs) are not subject to the same level of health and safety requirements as registered or licensed providers. They must however, meet the following requirements:

1. Be 18 years of age;
2. Be mentally and physically capable of providing child care that meets safety, health and other basic child care requirements;
3. Not have a substantiated report involving harm, or physical or sexual abuse to children or adults;
4. Not be convicted or adjudicated of a crime involving harm to children, or physical or sexual violence against any person;
5. Not be included in the parent’s cash assistance payment;
6. Is not currently diagnosed or receiving therapy or medication for a mental illness or emotional disturbance which might create a risk to children in care
7. Is not chemically dependent upon drugs or alcohol.
8. Agree to attend an orientation session within the first six months of providing child care. This orientation training session at a minimum by law and administrative rule, will consist of at least the following topics:
 - * Health protection;
 - * Child safety;
 - * Child development and well being;
 - * Record keeping as required for participation in the LUP program;
 - * Universal precautions;

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9. Provide care to the children of one family or, if the children are from different families, may care for two or fewer children.
10. Not be the parent of the children in care or person acting in loco parentis.

Legally unregistered providers, as stated in bullet number 8, must attend an orientation session within six months of providing care. This orientation session is designed to give all providers--including registered and licensed providers-- information about health and safety standards (including information on immunizations, building safety, and equipment safety), state payment information, business planning, child care nutrition, and information on creating a positive, developmentally appropriate environment. Therefore, legally unregistered providers are made aware of the requirements through the orientation process.

Legally unregistered providers, through the application process, self declare that they are sharing immunization information with the parents whose children are cared for by the provider.

- Building and physical premises safety :
LUPs self declare through an application checklist that the building meets minimum safety requirements. (Attachment 'F').

LUPs are given information through the orientation session about building safety and physical space safety.

- Health and safety training:
LUPs must attend an orientation session within six months of providing care. During this session, they are made aware of health and safety information.

LUPs self declare, through the application process, they understand the health and safety requirements. As for additional training offered in the health and safety areas, LUPs are invited to the training, but are not required to attend.

Section 6.5 - Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

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-
- (X) All relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are no exemptions for relatives or different requirements for them.
- () All relative providers are exempt from all health and safety requirements.
- () Some or all relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those different requirements and identifies the relatives they apply to:

Section 6.6 - Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - () No
 - (X) Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits.

All licensed and registered providers are visited unannounced for inspections of licensure, complaints, or 20% surveys.

Day Care Centers receive two visits per year: One if for the purposes of re-licensure while the second visit gives the department to observe the 'program' and validate other requirements which may have been a concern during the renewal visit.

Family and Group Day Care Homes are not inspected annually, however, 20% of all family and group homes are inspected on a yearly basis. Follow up inspections may occur if the deficiencies were such that an observation of compliance was deemed necessary.

- Are child care providers subject to background checks?
 - () No
 - (X) Yes, and the following describes the State's reporting requirements and how such injuries are tracked (if applicable).

All licensed, registered and LUP providers are subject to a criminal background checks as well as a Child Protective Services background checks. Licensed and registered providers are also subject to Tribal criminal and protective services checks. These checks are conducted on an annual basis. New caregivers have background checks performed upon employment and annually thereafter.

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- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
 - ☐ No
 - ☒ Yes, and the following describes the State's reporting requirements and how such injuries are tracked (if applicable).

By administrative rule, providers are required to report serious injuries that require medical treatment. The providers can either submit a written incident report, or may contact the local child care licenser and verbally indicate the incident.

- Other methods used to ensure that health and safety requirements are effectively enforced:

State Law mandates that the department must visit and inspect at least 20% of all registered providers. In the last 3 years, we have not only met this mandate, but have exceeded it. As a matter of policy, the program has decided that all newly registered facilities will receive a visit within 90 days of being registered. So, not only are we visiting 20% of facilities, we are also visiting new providers. This effort has helped those new providers understand and comply with the rules early on.

All day care centers are inspected at least two times a year. One visit must pertain to the licensing process, while the second is an observation visit and can address and follow up on any concerns found during the licensing inspection. Centers are also required to have inspections from the local health department as well as the fire department.

Section 6.7 – Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☒ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☒ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

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Children who are cared for in licensed or registered day care facilities can only be exempt from immunization if there is a medical reason associated. There cannot be exemption for religious or personal reasons.

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PART 7 - HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

Section 7.1 - Health and Safety Requirements for Center-Based Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 7.2 - Health and Safety Requirements for Group Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 7.3 - Health and Safety Requirements for Family Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 7.4 - Health and Safety Requirements for In-Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

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For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

Section 7.5 - Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- () All relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are no exemptions for relatives or different requirements for them.
- () All relative providers are exempt from all health and safety requirements.
- () Some or all relative providers are subject to different health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

Section 7.6 - Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
 - () No
 - () Yes, and the following indicates the providers subject to routine unannounced visits and the frequency of those visits.

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- Are child care providers subject to background checks?
 - () No
 - () Yes, and the following types of providers are subject to background checks (indicate when such checks are conducted):

- Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)
 - () No
 - () Yes, and the following describes the Territory's reporting requirements and how such injuries are tracked (if applicable).

- Other methods used to ensure that health and safety requirements are effectively enforced:

Section 7.7 – Exemptions from Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- _____ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- _____ Children who receive care in their own homes.
- _____ Children whose parents object to immunization on religious grounds.
- _____ Children whose medical condition contraindicates immunization.

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APPENDIX 1 -- PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 106-554)

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The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

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APPENDIX 2 - ELIGIBILITY AND PRIORITY TERMINOLOGY:

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must define the following *italicized* terms. (658P, 658E(c)(3)(B))

- (1) *job training and educational program* –
A job-training program is a program designed to assist eligible families to become self-sufficient by providing needed employment-related activities and supportive services. An education program is a program that is recognized by the State of Montana as an accredited education program. Job training and educational programs include but are not limited to vocational-technical schools, business colleges, junior colleges, universities, and/or special classes which may be classified as “employment related training”. An educational program may also include students working to support their education (i.e. work study).
- (2) *attending* (a job training or educational program; include minimum hours if applicable) –
A person is considered to be attending, whether part-time or full-time, if they remain in good standing with either the job training or education program in which they are enrolled. Child care is allowed for scheduled class time and the time necessary to commute between the parent’s home, the day care facility and the education or training facility.
- (3) *in loco parentis* –
An adult friend or relative with whom the child resides, whether or not custody is court ordered.
- (4) *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) -
Children under the age of 19, with disabilities or cognitive delay, who are not able without assistance, to properly manage or care for his/her person. Appropriate clinical authorities must document this determination.
- (5) *protective services* -
To qualify for child protective services (CPS) child care, the child must need care because of the danger of neglect or abuse. The need for protective services is determined by county social workers. CPS child care for foster care families and respite care require approval of DPHHS Family Services Regional Administrators.
- (6) *residing with* –
A child must live in the same household as the parent, or person acting in loco parentis, during the period for which child care services are requested.
- (7) *special needs child* –

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A child with special needs is an individual age 0 to 18, with an Individual Education Plan or an Individual Family Service Plan, who, because of his/her disability or cognitive delay, is not able to care for him or herself without assistance.

(8) *very low income* –

Families whose income falls below the Montana TANF Monthly Income Standards/Shelter Obligation benefit standards to be used with adults included in the TANF filing/assistance unit [Montana TANF Manual Sec. 001, page 4]. Beginning August 1, 2003, the following standards apply:

| Family Size | Very Low Monthly Income |
|--------------------|--------------------------------|
| 1 | \$ 221 |
| 2 | \$ 298 |
| 3 | \$ 375 |
| 4 | \$ 452 |
| 5 | \$ 530 |

(9) *working* (include minimum hours if applicable) –

An individual is working when s/he performs any paid type of legal labor on either a full or part time basis and has documents to show income received. Self-employment is determined for the person submitting evidence based on IRS income guidelines.

- ☐ Two parent families must work a minimum of 120 hours per month.
- ☐ Single parent families must work a minimum of 60 hour per month.
- ☐ Single parents, while attending school full time, must work a minimum of 40 hour per month.
- ☐ Disabled individuals, who are determined unable to care for their children by a physician or licensed psychologist, are not subject to a minimum hourly work requirement.

(10) Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

(a) *TANF families* –

TANF families are families who participate in an approved family investment activities in Montana's welfare reform program.

(b) *foster care* –

Twenty-four hour out-of-home care for children placed away from their parents or guardians and for whom Montana Department of Public Health and Human Services has placement responsibility.

(c) *medical emergencies* –

MONTANA
STATE PLAN FOR CCDF SERVICES
FOR THE PERIOD 10/1/03 – 9/30/05

An unexpected medical condition of a parent or child, interrupting employment for less than three months. The parent must have employment to which they will return and a physician's statement identifying the medical need for rest.

(d) *respite care* -

The short-term supervision or care of a foster child in an emergency or on an intermittent basis.

(e) *teen attending high school* –

A teen parent attending high school is guaranteed child care assistance during school and work hours. Child care is not provided for after-school study time.

Resource and Referral Agencies

District VII HRDC

7 North 31st Street
PO Box 2016

Billings, MT 59103-2016

(406) 247-4732 or (800) 433-1411

FAX (406) 248-2943

dhartman@state.mt.us

<http://hrdc7.org>

and

201 4th Street West

Hardin, MT 59034-1705

(406) 665-1895

DEAP Child Care Resource & Referral

218 West Bell, Suite 209

Glendive, MT 59330-1644

(406) 377-4909 or (800) 578-4909

FAX (406) 377-6927

deapgl@midrivers.com

The Nurturing Center

146 Third Ave West

Kalispell, MT 59901-4428

(406) 756-1414 or (800) 204-0644

FAX (406) 756-1410

info@nurturingcenter.org

www.nurturingcenter.org

Child Care Connections

317 E Mendenhall, Suite C

Bozeman, MT 59715-3684

(406) 587-7786 or (800) 962-0418

FAX (406) 587-1682

ccc@childcareconnections.info

Family Connections

600 Central Plaza, Suite 225

Great Falls, MT 59401-3157

(406) 761-6010 or (800) 696-4503

FAX (406) 453-8976

ktuckerman@sofast.net

www.famcon.org

District VI HRDC

Child Care Link

300 First Ave North, Suite 203

Lewistown, MT 59457-1700

(406) 538-7488 or (800) 766-3018

FAX (406) 538-2843

jmann@state.mt.us

Butte 4C's

101 East Broadway

Butte, MT 59701-9335

(406) 723-4019 or (800) 794-4061

FAX (406) 723-6982

butte4cs@in-tch.com

www.butte4-cs.org

District IV HRDC

Child Care Link

2229 5th Ave

Havre, MT 59501-5217

(406) 265-6743 or (800) 640-6743

FAX (406) 265-1312

loevans@state.mt.us

www.hrdc4.havre.mt.us

DEAP Child Care

Resource & Referral

2200 Box Elder, Suite 151

Miles City, MT 59301-5930

(406) 232-6034 or (800) 224-6034

FAX (406) 232-7018

deapadmn@midrivers.com

Hi-Line Home Programs, Inc.

605 Third Ave South

Glasgow, MT 59230-2408

(406) 228-9431 or (800) 659-3673

FAX (406) 228-2984

claudine@nemontel.net

and

220 3rd Ave South, Office D

Wolf Point, MT 59201-1536

(406) 653-1219 or (800) 488-0688

FAX (406) 653-1231

Child Care Partnerships

901 North Benton Ave

Helena, MT 59601-2751

(406) 443-4608 or (888) 244-5368

FAX (406) 443-6186

ccp@childcarepartnerships.org

www.childcarepartnerships.org

Child Care Resources

127 East Main, Suite 314

PO Box 7038

Missoula, MT 59807-7038

(406) 728-6446 or (800) 728-6446

FAX (406) 549-1189

ccr@childcareresources.org

www.childcareresources.org

and

316 North 3rd Street, Suite 160

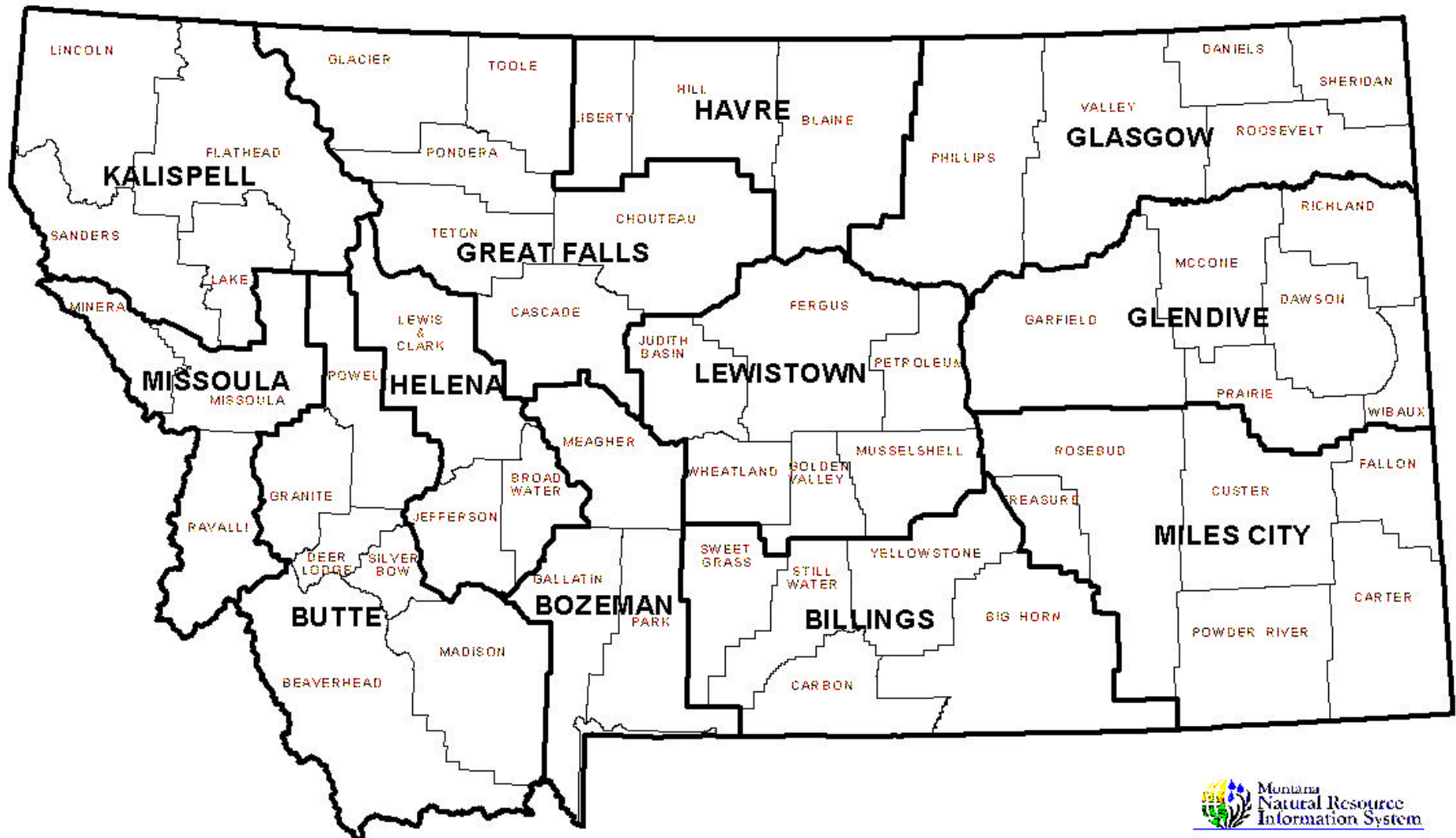
Hamilton, MT 59840-2475

(406) 363-4599

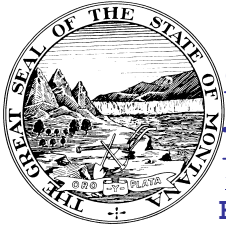
5/26/2003

Montana Child Care Resource and Referral Locations

Department of Public Health and Human Services



DEPARTMENT OF PUBLIC HEALTH AND HUMAN SERVICES



GOVERNOR

JUDY MARTZ GAIL GRAY, Ed.D.

DIRECTOR

STATE OF MONTANA

www.dphhs.state.mt.us

PO Box 4210

HELENA, MT 59604-4210

August 14, 2002

Dear Child Care Provider:

In September, the Early Childhood Services Bureau will be completing the bi-annual Child Care Market Rate survey. If your rates have changed and you have not updated this information with your local Child Care Resource and Referral agency, please do so by the end of August.

The Early Childhood Services Bureau will compile and publish this information once the survey is complete. The state of Montana uses the results of this survey to set the rates paid by the state for child care scholarship assistance. Unfortunately, the State District child care rates will not change this year, because of the State of Montana's current budget shortage.

Please take a moment to update your rates even if you do not serve children who receive child care scholarship (state pay) assistance. If you have any questions please call your local Child Care Resource and Referral agency.

*If your rates have changed, please return this to your local
Child Care Resource and Referral agency by August 30, 2002.*

| | | |
|--|----------------------------|---------------------------|
| CCUBS Provider #: PV _ _ _ _ Child Care Under the Big Sky (CCUBS) computer system. Name: _____ | Current Hourly Rate | Current Daily Rate |
| Infant - up to 2 years old | \$ | \$ |
| Child - age 2 to 12 years | \$ | \$ |

| Montana Child Care Provider Rates by CCR&R District Effective October 2000 | | | | | | |
|---|------------------|--------------|------------|-------------|-------------|-------------|
| CCR&R District | Type of Facility | Type of Care | Daily Rate | | Hourly Rate | |
| | | | Current | 2002 Survey | Current | 2002 Survey |
| Billings | Center | Infant | \$22.00 | \$23.00 | \$3.75 | \$3.80 |
| Billings | Center | Age 2+ | \$17.25 | \$18.00 | \$3.00 | \$3.50 |
| Billings | Family | Infant | \$18.00 | \$20.00 | \$2.50 | \$3.00 |
| Billings | Family | Age 2+ | \$16.00 | \$17.00 | \$2.50 | \$2.90 |
| Billings | Group | Infant | \$18.00 | \$20.00 | \$3.00 | \$4.00 |
| Billings | Group | Age 2+ | \$16.00 | \$18.00 | \$3.00 | \$3.00 |
| Billings | LUP | Infant | \$13.50 | \$15.00 | \$1.90 | \$2.00 |
| Billings | LUP | Age 2+ | \$12.00 | \$13.00 | \$1.90 | \$2.00 |
| Bozeman | Center | Infant | \$28.50 | \$29.60 | \$3.90 | \$4.00 |
| Bozeman | Center | Age 2+ | \$22.00 | \$22.00 | \$3.50 | \$3.70 |
| Bozeman | Family | Infant | \$20.00 | \$20.00 | \$3.00 | \$3.00 |
| Bozeman | Family | Age 2+ | \$18.00 | \$20.00 | \$3.00 | \$3.00 |
| Bozeman | Group | Infant | \$20.00 | \$22.00 | \$3.50 | \$3.50 |
| Bozeman | Group | Age 2+ | \$20.00 | \$21.00 | \$3.40 | \$3.50 |
| Bozeman | LUP | Infant | \$15.00 | \$15.00 | \$2.25 | \$2.00 |
| Bozeman | LUP | Age 2+ | \$13.50 | \$15.00 | \$2.25 | \$2.00 |
| Butte | Center | Infant | \$17.05 | \$18.50 | \$2.65 | \$2.70 |
| Butte | Center | Age 2+ | \$15.00 | \$16.40 | \$2.50 | \$2.50 |
| Butte | Family | Infant | \$18.00 | \$18.00 | \$2.50 | \$2.50 |
| Butte | Family | Age 2+ | \$16.00 | \$16.00 | \$2.50 | \$2.50 |
| Butte | Group | Infant | \$17.00 | \$18.00 | \$2.50 | \$3.00 |
| Butte | Group | Age 2+ | \$16.00 | \$17.10 | \$2.50 | \$2.50 |
| Butte | LUP | Infant | \$13.50 | \$14.00 | \$1.90 | \$2.00 |
| Butte | LUP | Age 2+ | \$12.00 | \$12.00 | \$1.90 | \$2.00 |
| Glasgow | Center | Infant | \$18.00 | \$18.00 | \$2.00 | \$2.10 |
| Glasgow | Center | Age 2+ | \$18.00 | \$18.00 | \$2.00 | \$2.10 |
| Glasgow | Family | Infant | \$16.00 | \$18.00 | \$2.00 | \$2.30 |
| Glasgow | Family | Age 2+ | \$16.00 | \$16.00 | \$2.00 | \$2.00 |
| Glasgow | Group | Infant | \$15.90 | \$16.00 | \$2.00 | \$2.40 |
| Glasgow | Group | Age 2+ | \$15.40 | \$15.70 | \$2.00 | \$2.30 |
| Glasgow | LUP | Infant | \$12.00 | \$14.00 | \$1.50 | \$2.00 |
| Glasgow | LUP | Age 2+ | \$12.00 | \$12.00 | \$1.50 | \$2.00 |
| Glendive | Center | Infant | \$17.15 | \$18.60 | \$2.15 | \$2.30 |
| Glendive | Center | Age 2+ | \$16.00 | \$16.70 | \$2.00 | \$2.00 |
| Glendive | Family | Infant | \$15.90 | \$17.50 | \$2.00 | \$2.10 |
| Glendive | Family | Age 2+ | \$15.15 | \$16.00 | \$2.00 | \$2.00 |
| Glendive | Group | Infant | \$15.90 | \$16.50 | \$2.15 | \$2.30 |
| Glendive | Group | Age 2+ | \$15.75 | \$16.00 | \$2.00 | \$2.00 |
| Glendive | LUP | Infant | \$12.00 | \$13.00 | \$1.50 | \$2.00 |
| Glendive | LUP | Age 2+ | \$11.35 | \$12.00 | \$1.50 | \$2.00 |
| Great Falls | Center | Infant | \$24.00 | \$25.10 | \$4.00 | \$4.40 |
| Great Falls | Center | Age 2+ | \$20.00 | \$22.00 | \$3.15 | \$3.50 |
| Great Falls | Family | Infant | \$16.00 | \$17.50 | \$2.50 | \$3.00 |
| Great Falls | Family | Age 2+ | \$15.00 | \$16.00 | \$2.50 | \$2.50 |
| Great Falls | Group | Infant | \$17.00 | \$18.00 | \$2.50 | \$3.00 |

Attachment B - MONTANA CCDF State Plan for FFY 2004-2005

| Montana Child Care Provider Rates by CCR&R District Effective October 2000 | | | | | | |
|---|-------------------------|---------------------|-------------------|--------------------|--------------------|--------------------|
| CCR&R District | Type of Facility | Type of Care | Daily Rate | | Hourly Rate | |
| | | | Current | 2002 Survey | Current | 2002 Survey |
| Great Falls | Group | Age 2+ | \$15.00 | \$17.50 | \$2.50 | \$2.60 |
| Great Falls | LUP | Infant | \$12.00 | \$13.00 | \$1.90 | \$2.00 |
| Great Falls | LUP | Age 2+ | \$11.25 | \$12.00 | \$1.90 | \$2.00 |
| Havre | Center | Infant | \$17.50 | \$19.50 | \$2.50 | \$2.90 |
| Havre | Center | Age 2+ | \$16.00 | \$17.80 | \$2.50 | \$2.70 |
| Havre | Family | Infant | \$16.50 | \$18.00 | \$2.25 | \$2.50 |
| Havre | Family | Age 2+ | \$16.00 | \$18.00 | \$2.00 | \$2.50 |
| Havre | Group | Infant | \$18.00 | \$18.00 | \$2.50 | \$2.50 |
| Havre | Group | Age 2+ | \$18.00 | \$18.00 | \$2.50 | \$2.50 |
| Havre | LUP | Infant | \$12.40 | \$14.00 | \$1.70 | \$2.00 |
| Havre | LUP | Age 2+ | \$12.00 | \$14.00 | \$1.50 | \$2.00 |
| Helena | Center | Infant | \$20.50 | \$21.80 | \$3.25 | \$3.50 |
| Helena | Center | Age 2+ | \$17.00 | \$18.00 | \$4.00 | \$4.00 |
| Helena | Family | Infant | \$17.25 | \$18.00 | \$2.50 | \$2.90 |
| Helena | Family | Age 2+ | \$16.00 | \$16.20 | \$2.50 | \$2.50 |
| Helena | Group | Infant | \$16.15 | \$18.00 | \$2.75 | \$3.30 |
| Helena | Group | Age 2+ | \$15.00 | \$16.00 | \$2.50 | \$2.90 |
| Helena | LUP | Infant | \$12.95 | \$14.00 | \$1.90 | \$2.00 |
| Helena | LUP | Age 2+ | \$12.00 | \$12.00 | \$1.90 | \$2.00 |
| Kalispell | Center | Infant | \$19.00 | \$20.00 | \$3.50 | \$3.50 |
| Kalispell | Center | Age 2+ | \$16.00 | \$18.40 | \$2.60 | \$2.90 |
| Kalispell | Family | Infant | \$16.00 | \$18.00 | \$2.50 | \$3.00 |
| Kalispell | Family | Age 2+ | \$15.90 | \$17.40 | \$2.50 | \$2.80 |
| Kalispell | Group | Infant | \$18.00 | \$18.50 | \$3.00 | \$3.00 |
| Kalispell | Group | Age 2+ | \$17.35 | \$17.80 | \$2.75 | \$3.00 |
| Kalispell | LUP | Infant | \$12.00 | \$14.00 | \$1.90 | \$2.00 |
| Kalispell | LUP | Age 2+ | \$11.95 | \$13.00 | \$1.90 | \$2.00 |
| Lewistown | Center | Infant | \$17.75 | \$20.00 | \$3.00 | \$3.60 |
| Lewistown | Center | Age 2+ | \$16.25 | \$17.80 | \$3.00 | \$3.40 |
| Lewistown | Family | Infant | \$17.00 | \$18.50 | \$2.90 | \$3.30 |
| Lewistown | Family | Age 2+ | \$15.50 | \$17.80 | \$2.40 | \$2.80 |
| Lewistown | Group | Infant | \$16.50 | \$18.00 | \$2.90 | \$3.00 |
| Lewistown | Group | Age 2+ | \$16.00 | \$17.00 | \$2.65 | \$2.90 |
| Lewistown | LUP | Infant | \$12.75 | \$14.00 | \$2.20 | \$2.00 |
| Lewistown | LUP | Age 2+ | \$11.65 | \$13.00 | \$1.80 | \$2.00 |
| Miles City | Center | Infant | \$17.00 | \$20.00 | \$2.60 | \$2.60 |
| Miles City | Center | Age 2+ | \$15.00 | \$15.00 | \$2.20 | \$2.30 |
| Miles City | Family | Infant | \$15.00 | \$17.50 | \$2.00 | \$2.50 |
| Miles City | Family | Age 2+ | \$14.00 | \$16.00 | \$2.00 | \$2.50 |
| Miles City | Group | Infant | \$15.00 | \$16.00 | \$2.25 | \$2.50 |
| Miles City | Group | Age 2+ | \$14.00 | \$16.00 | \$2.00 | \$2.40 |
| Miles City | LUP | Infant | \$12.00 | \$13.00 | \$1.50 | \$2.00 |
| Miles City | LUP | Age 2+ | \$11.25 | \$12.00 | \$1.50 | \$2.00 |
| Missoula | Center | Infant | \$21.40 | \$22.80 | \$3.00 | \$3.50 |
| Missoula | Center | Age 2+ | \$18.00 | \$20.70 | \$3.00 | \$3.50 |
| Missoula | Family | Infant | \$18.00 | \$19.00 | \$3.00 | \$3.00 |

Attachment B - MONTANA CCDF State Plan for FFY 2004-2005

| Montana Child Care Provider Rates by CCR&R District Effective October 2000 | | | | | | |
|---|-------------------------|---------------------|-------------------|--------------------|--------------------|--------------------|
| CCR&R District | Type of Facility | Type of Care | Daily Rate | | Hourly Rate | |
| | | | Current | 2002 Survey | Current | 2002 Survey |
| Missoula | Family | Age 2+ | \$17.00 | \$18.00 | \$2.75 | \$3.00 |
| Missoula | Group | Infant | \$18.50 | \$20.00 | \$3.10 | \$3.50 |
| Missoula | Group | Age 2+ | \$17.50 | \$18.90 | \$3.00 | \$3.50 |
| Missoula | LUP | Infant | \$13.50 | \$14.00 | \$2.25 | \$2.00 |
| Missoula | LUP | Age 2+ | \$12.75 | \$14.00 | \$2.05 | \$2.00 |
| State Rate | Center | Infant | \$18.00 | \$24.00 | \$3.00 | \$3.90 |
| State Rate | Center | Age 2+ | \$18.00 | \$20.00 | \$3.00 | \$3.50 |
| State Rate | Family | Infant | \$18.00 | \$18.00 | \$2.75 | \$3.00 |
| State Rate | Family | Age 2+ | \$16.00 | \$17.50 | \$2.50 | \$3.00 |
| State Rate | Group | Infant | \$18.00 | \$20.00 | \$3.00 | \$3.30 |
| State Rate | Group | Age 2+ | \$17.00 | \$18.00 | \$2.75 | \$3.00 |
| State Rate | LUP | Infant | \$13.50 | \$14.00 | \$2.05 | \$2.00 |
| State Rate | LUP | Age 2+ | \$12.00 | \$13.00 | \$1.90 | \$2.00 |

Montana's Sliding Fee Scale

The Child Care Sliding Fee Scale is a guide to determine the family's monthly co-payment obligation to the child care provider. A family, whose income falls below approximately 95.5% of the federal poverty level, pays a \$10.00 monthly co-payment. Higher co-payments are a product of the family's Non-TANF gross monthly income (GMI) multiplied by the respective co-payment factor:

$$\text{Monthly Co-payment} = \text{GMI} \times \text{Percentage assigned to the Income Range.}$$

The column headings at the top indicate family size. The row headings on the left indicate 1) the family's gross monthly income (GMI) level, as a percentage of the federal poverty guidelines and, 2) the co-payment percentage, for each income range.

The Child Care Sliding Fee Scale is on the following page.

Montana Child Care Sliding Fee Scale, Effective November 1, 2002

The monthly co-payment is a percentage of the family's gross monthly income (GMI).

| FAMILY SIZE > | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Co-pay | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 | \$10 |
| 95.5% FPG GMI | \$704 | \$886 | \$1,067 | \$1,249 | \$1,430 | \$1,612 | \$1,793 | \$1,975 | \$2,156 | \$2,338 | \$2,519 | \$2,701 | \$2,882 | \$3,064 | \$3,245 |
| 3% Co-pay | \$21 | \$27 | \$32 | \$37 | \$43 | \$48 | \$54 | \$59 | \$65 | \$70 | \$76 | \$81 | \$86 | \$92 | \$97 |
| 100% FPG GMI | \$995 | \$1,252 | \$1,508 | \$1,765 | \$2,022 | \$2,278 | \$2,535 | \$2,792 | \$3,048 | \$3,305 | \$3,562 | \$3,818 | \$4,075 | \$4,332 | \$4,588 |
| 4% Co-pay | \$40 | \$50 | \$60 | \$71 | \$81 | \$91 | \$101 | \$112 | \$122 | \$132 | \$142 | \$153 | \$163 | \$173 | \$184 |
| 105% FPG GMI | \$1,045 | \$1,314 | \$1,584 | \$1,853 | \$2,123 | \$2,392 | \$2,662 | \$2,931 | \$3,201 | \$3,470 | \$3,740 | \$4,009 | \$4,279 | \$4,548 | \$4,818 |
| 5% Co-pay | \$52 | \$66 | \$79 | \$93 | \$106 | \$120 | \$133 | \$147 | \$160 | \$174 | \$187 | \$200 | \$214 | \$227 | \$241 |
| 110% FPG GMI | \$1,095 | \$1,377 | \$1,659 | \$1,942 | \$2,224 | \$2,506 | \$2,789 | \$3,071 | \$3,353 | \$3,636 | \$3,918 | \$4,200 | \$4,483 | \$4,765 | \$5,047 |
| 6% Co-pay | \$66 | \$83 | \$100 | \$117 | \$133 | \$150 | \$167 | \$184 | \$201 | \$218 | \$235 | \$252 | \$269 | \$286 | \$303 |
| 115% FPG GMI | \$1,144 | \$1,439 | \$1,735 | \$2,030 | \$2,325 | \$2,620 | \$2,915 | \$3,210 | \$3,506 | \$3,801 | \$4,096 | \$4,391 | \$4,686 | \$4,981 | \$5,277 |
| 7% Co-pay | \$80 | \$101 | \$121 | \$142 | \$163 | \$183 | \$204 | \$225 | \$245 | \$266 | \$287 | \$307 | \$328 | \$349 | \$369 |
| 120% FPG GMI | \$1,194 | \$1,502 | \$1,810 | \$2,118 | \$2,426 | \$2,734 | \$3,042 | \$3,350 | \$3,658 | \$3,966 | \$4,274 | \$4,582 | \$4,890 | \$5,198 | \$5,506 |
| 8% Co-pay | \$96 | \$120 | \$145 | \$169 | \$194 | \$219 | \$243 | \$268 | \$293 | \$317 | \$342 | \$367 | \$391 | \$416 | \$440 |
| 125% FPG GMI | \$1,244 | \$1,565 | \$1,885 | \$2,206 | \$2,527 | \$2,848 | \$3,169 | \$3,490 | \$3,810 | \$4,131 | \$4,452 | \$4,773 | \$5,094 | \$5,415 | \$5,735 |
| 9% Co-pay | \$112 | \$141 | \$170 | \$199 | \$227 | \$256 | \$285 | \$314 | \$343 | \$372 | \$401 | \$430 | \$458 | \$487 | \$516 |
| 130% FPG GMI | \$1,294 | \$1,627 | \$1,961 | \$2,295 | \$2,628 | \$2,962 | \$3,296 | \$3,629 | \$3,963 | \$4,297 | \$4,630 | \$4,964 | \$5,298 | \$5,631 | \$5,965 |
| 10% Co-pay | \$129 | \$163 | \$196 | \$230 | \$263 | \$296 | \$330 | \$363 | \$396 | \$430 | \$463 | \$496 | \$530 | \$563 | \$597 |
| 135% FPG GMI | \$1,343 | \$1,690 | \$2,036 | \$2,383 | \$2,729 | \$3,076 | \$3,422 | \$3,769 | \$4,115 | \$4,462 | \$4,808 | \$5,155 | \$5,501 | \$5,848 | \$6,194 |
| 11% Co-pay | \$148 | \$186 | \$224 | \$262 | \$300 | \$338 | \$376 | \$415 | \$453 | \$491 | \$529 | \$567 | \$605 | \$643 | \$681 |
| 140% FPG GMI | \$1,393 | \$1,752 | \$2,112 | \$2,471 | \$2,830 | \$3,190 | \$3,549 | \$3,908 | \$4,268 | \$4,627 | \$4,986 | \$5,346 | \$5,705 | \$6,064 | \$6,424 |
| 12% Co-pay | \$167 | \$210 | \$253 | \$297 | \$340 | \$383 | \$426 | \$469 | \$512 | \$555 | \$598 | \$642 | \$685 | \$728 | \$771 |
| 145% FPG GMI | \$1,443 | \$1,815 | \$2,187 | \$2,559 | \$2,931 | \$3,304 | \$3,676 | \$4,048 | \$4,420 | \$4,792 | \$5,164 | \$5,537 | \$5,909 | \$6,281 | \$6,653 |
| 13% Co-pay | \$188 | \$236 | \$284 | \$333 | \$381 | \$430 | \$478 | \$526 | \$575 | \$623 | \$671 | \$720 | \$768 | \$817 | \$865 |
| 150% FPG GMI | \$1,493 | \$1,878 | \$2,263 | \$2,648 | \$3,033 | \$3,418 | \$3,803 | \$4,188 | \$4,573 | \$4,958 | \$5,343 | \$5,728 | \$6,113 | \$6,498 | \$6,883 |
| 14% Co-pay | \$209 | \$263 | \$317 | \$371 | \$425 | \$479 | \$532 | \$586 | \$640 | \$694 | \$748 | \$802 | \$856 | \$910 | \$964 |

Total Monthly Co-payment = Gross Monthly Income (GMI) x the percentage assigned to the income range, which is based on 2002 Federal Poverty Guidelines (FPG).

The co-payments listed are minimums and correspond to the lowest level for each income range.

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|--|-------------------------------------|--------------|
| Adoptive Support Services: | Excluded | No |
| Agent Orange Settlement Payments: | Excluded | No |
| Alaska Native Claims Settlement Act Tax Exempt Payments: | Excluded | No |
| Alien Sponsor Deemed Income: | Excluded | No |
| AmeriCorps VISTA: The living allowance (stipend) received by participants in the AmeriCorps Program is counted as earned income. | Employment | Yes |
| Annuity Income: Cash <u>received</u> , and <u>available earnings</u> , from an annuity are countable. Dividends and interest available to individuals are countable, even though these earning may be reinvested. | Interest, Dividend, Royalty | Yes |
| Assistance Payment from Other State: | Cash Assistance | Yes |
| Bonus Income: | Tips or Bonuses | Yes |
| Bureau of Indian Affairs General Assistance Benefits: | Cash Assistance | Yes |
| Capital Gains from Sale of Personal Property: Capital gains income, resulting from the sale of real or personal property, such as a primary residence, is treated as a lump sum payment. | Lump Sum | Yes |
| Capital Investment Returns: Returns from capital investments are counted. If the individual is actively engaged in the management of the investment, this may be "Self-employment Income." | Interest, Dividend, Royalties | Yes |
| Cash Contributions: Cash contributions directly available to the applicant or participant, regardless of the intended use, are counted as unearned income. EXAMPLE: A non-family member gives the caretaker relative \$150 cash to make her car payment. This is a cash contribution directly available to her. However, if the car payment is made directly to the vendor, it is not counted as available to the individual; the payment becomes a "third-party vendor payment." | Other Income | Yes |
| Child Support "In Excess" Payments: | Child Support | Yes |
| Child Support Arrearage Amount: | Child Support | Yes |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|---|-----------------------------|--------------|
| Child Support: Child support income retained by the parent is counted. Prospect the net amount and disregard CSED fees withheld from child support payments. If child support income is irregular, average the income over a period. EXAMPLE: A family begins receiving child support, which comes very irregularly. One payment of \$150 is received in January; another payment of \$75 is received in July. Since the child support is very unpredictable, you are unable to prospect the income. However, if there is a history of year or more, child support may be averaged and prospected. | Child Support | Yes |
| Child-Only TANF Cash Grant: | TANF Cash Assistance | Yes |
| College Work Study: Work-study hours count toward the minimum hourly work requirement. NOTE: CCR&Rs count the work hours and the income, while OPA may exclude this as educational income | Employment | Yes |
| Commissions, Salary or Wages: | Employment | Yes |
| Community Spouse Income Maintenance Allowance: (Not likely seen in child care families.) | Other Income | Yes |
| Contract for Deed: The income received, whether principal and/or interest, is counted as unearned income. | Other Income | Yes |
| Dependent Child's Earned Income – Attending School: The earned income of a dependent child who is attending elementary or high school, regardless of age, is excluded. | Excluded | No |
| Dependent Child's Earned Income – Not Attending School: A dependent child's income is counted, unless the child is attending school. | Employment | Yes |
| Disability Benefits: | Disability Benefits | Yes |
| Disabled Children of Female Vietnam Veterans: Veterans Administration payments to disabled children (now adults) of females who served in Vietnam between February 1961 and May 1975 are excluded. | Excluded | No |
| Disaster Relief Act: Payments issued because of a Presidential emergency declaration or major disaster, as amended, are excluded. This applies to government and disaster assistance organization payments to individuals. | Excluded | No |
| Dividend, Interest & Royalty Income: Personal interest, dividend, and royalty income are countable. | Interest, Dividend, Royalty | Yes |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|--|--|-------|
| Divorce Settlement: A divorce settlement is the division of a couple's assets or resources; it is not income. (However, ongoing child support or alimony payments are counted as income.) | --- | No |
| Earned Income Tax Credit (EITC): The applicant or participant may receive the EITC with his/her regular wages. The EITC amount should be noted on the wage stubs. EITC may also be received with the individual's annual federal tax refund. | Excluded | No |
| Educational Income: Educational grants, loans, scholarships, and VA educational payments are not countable income. If the amount is received in a large sum, reduce the income to a monthly amount for the intended period on CCUBS. NOTE: See 'College Work Study' regarding the minimum hourly work requirement. | Educational Grant or Loan Assistance | No |
| Employer Paid Insurance or Child Care Benefits Employer contributions toward health or group life insurance, medical expenses, and child care expenses. This includes employer paid flexible benefits, which are not cashable to the employee. EXAMPLE: State Share Credit | Excluded | No |
| Family Saving for Tomorrow Program (Asset for Independence Act): Family Saving for Tomorrow Program payments are made to a vendor on behalf of the participant. Participants agree to chose set a specific savings goal, either a down payment on a house, start-up costs of a business, or tuition for post-secondary education. The family makes monthly savings deposits, from earned income, for up to three years and receives a two-to-one match on their savings. The match is not counted as income in determining child care scholarship eligibility. | Excluded | No |
| Farm Income: | Self- Employment | Yes |
| Farm Loss: A farm loss may not reduce income from other sources, so the amount must be zero. | Self- Employment | No |
| Federal Trade Adjustment Assistance (TAA) Retraining Funds: TAA supplements Unemployment Insurance benefits to retrain participants and move them back into the workforce. The participant's job skills are evaluated. Retraining benefits are paid directly to a school for a participant's tuition and books. Benefits are also available to cover the participant's rent and utilities, if the participant must maintain a second residence while attending school. While away from the main household, the participant may receive subsistence per diem, based on CONUS rates. NOTE: Unemployment compensation is separate and countable income. | Educational Grant or Loan Assistance | No |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|---|----------------|-------|
| <p>Federal Trade Adjustment Assistance (TAA) Supportive Services: TAA supplements Unemployment Insurance benefits to retrain participants and move them back into the workforce.</p> <p>Job Search Funding: Travel expenses are reimbursed based on receipts, for the participant to interview for a new position. Reimbursement is limited to \$1,250 per participant.</p> <p>Relocation Funding: Moving expenses, up to \$1,250, are reimbursed for the participant, and their family, who relocates to take a new job or attend school.</p> <p>Relocation Benefit: A \$1,250 benefit is available to assist in establishing the family after relocating.</p> <p>TAA Supplemental Discretionary Grant: A TAA participant may apply, based on financial need, for emergency assistance. The emergency assistance must be for, or directly related to the participant, not the participant's family members. Examples include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rent (emergency) <input type="checkbox"/> Vehicle Repair <input type="checkbox"/> Medical Need <input type="checkbox"/> House Repair <input type="checkbox"/> Child Care (e.g. training for the participant) <p>NOTE: Offer a Best Beginnings Child Care Scholarship, if possible. Child care benefits should be coordinated to ensure correct payment.</p> <p>NOTE: Unemployment compensation is separate and countable income.</p> | Excluded | No |
| <p>Flexible Benefits – Employee Option: Flexible benefits, which are voluntarily withheld for a paycheck, are countable wages. The employee exercises the option of contributing to a flex plan or taking the wages in cash.</p> | Employment | Yes |
| <p>Food Stamp Benefits: The CCDF requires states to report Food Stamp participation on the ACF-801. Record the amount of the food stamp allotment. The amount is not counted as income for eligibility purposes. ⇒ Verify Food Stamp Benefits on the TEAMS TAFS/TAF3 screen 'AMT' column.</p> | Food Stamps | No |
| <p>Foster Care Income and Supportive Services: Payments that are specified in the appropriate foster care plan. TEAMS income code 'FC CI' (child in) or 'FC CO' (child out)</p> | Excluded | No |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|--|--|-----------------|
| Garnishment: A garnishment is not subtracted from the individual's gross income. Use the income code that corresponds to the source of the garnished income. EXAMPLE: Garnishment amounts from unemployment benefits are coded "Unemployment Compensation." EXAMPLE: A child support garnishment of a paycheck is coded "Employment" income. | ? | Yes |
| GI Bill (or Veterans' Administration Education Payments) . . . are excluded, provided the participant is attending an institution of higher education/training. | Educational Grant or Loan Assistance | No |
| Gifts - \$50/Individual or Less: Small cash gifts, up to \$50 per gift per individual, may be excluded. A gift presented to the entire assistance unit is considered as equally divided among the members. | Excluded | No |
| Gifts - Over \$50/Individual: Large Gifts over \$50 per individual shall be considered contributions. | Other Income | Yes |
| Government Pension: | Pension or Retirement | Yes |
| Housing Voucher or Cash: CCDF requires states to report housing subsidy participation on the ACF-801. The amount is not included as income for eligibility purposes. (Do not enter student housing.) NOTE: It is not necessary to verify the client's statement regarding housing participation. NOTE: While Montana does not count housing benefits when determining eligibility, the federal ACF-801 report asks about housing participation. If the family receives housing benefits, enter one dollar (\$1) in CCUBS as 'Housing' to identify the family's participation. This will cause the ACF-801 to report this benefit in a Yes/No format, while not counting the income for eligibility purposes. | Housing Voucher | No (\$1) |
| HUD Family Self-Sufficiency (FSS) Program Escrow Account Interest: | Excluded | No |
| Incentive Payments . . . designed to encourage participation in Public Assistance Programs: | Excluded | No |
| Indian (Native American) Countable Income: Countable income includes, but is not limited to the following: <ul style="list-style-type: none"> <input type="checkbox"/> Bureau of Indian Affairs (BIA) income <input type="checkbox"/> Farm and grazing lease income <input type="checkbox"/> Interest income <input type="checkbox"/> Mineral rights income <input type="checkbox"/> Oil and gas royalties income <input type="checkbox"/> Transfers of countable monies from other Indian agencies | Other Income | Yes |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|--|-----------------------------------|-------|
| Indian (Native American) Excluded Income: Exclude the following income: <ul style="list-style-type: none"> <input type="checkbox"/> Income derived from sub marginal lands <input type="checkbox"/> Interest earned on excluded funds <input type="checkbox"/> Judgment claim income <input type="checkbox"/> Per capita payment income, from funds held in trust distributed to enrolled members (a.k.a. BIA check) <input type="checkbox"/> Up to \$2,000 per year of income received by individual Indians which are derived from leases or other uses of individually-owned trust or restricted lands | Excluded | No |
| In-Kind Income – Earned or Obligated for Housing or Food: The value of earned, or obligated, in-kind income is the current value of the service provided. An earned, or obligated, third party vendor payment is counted as in-kind income if: <ul style="list-style-type: none"> <input type="checkbox"/> The value of the payment <u>is earned and contributes housing or food to the employee</u>, or; <input type="checkbox"/> The value of the payment <u>is legally obligated</u> to the family. And; <ul style="list-style-type: none"> <input type="checkbox"/> A third party pays a vendor, benefiting the family <input type="checkbox"/> Cash is not available to the family This does not include employer paid benefits unrelated to housing or food, such as health insurance premiums or child care benefits. EXAMPLE: An individual receives housing in exchange for general maintenance services. The earned in-kind earnings are valued at the amount of the rent. EXAMPLE: An employer pays the rent as an employment benefit. The value of the rent is countable in-kind income. EXAMPLE: Money legally obligated to the household, but diverted to a third party to pay a household expense. | In-Kind (Earned/ Obligated) | Yes |
| In-Kind Income - Unearned: A third party payment made as gift to the family may be excluded: <ul style="list-style-type: none"> <input type="checkbox"/> The value of the payment is not legally obligated to the family, or; <input type="checkbox"/> The benefit is not tied to the employee's earnings, such as the value of uniforms, group health insurance, or child care benefits available to all persons employed. And; <ul style="list-style-type: none"> <input type="checkbox"/> A third party pays a vendor, benefiting the family <input type="checkbox"/> Cash is not available to the family. EXAMPLE: The participant's father pays \$100 of the participant's rent directly to the proprietor. | Excluded | No |
| Insurance Settlement: Proceeds of Fire or Casualty Ins. Claim used to recoup for the loss or casualty within three months of receipt. The insurance money must be signed over to the person or company who will do the repairs or otherwise disposed of within this period. | Excluded | No |
| Interest, Dividend or Royalty Income: Personal interest, dividend, and royalty income are countable. | Interest, Dividend, Royalty | Yes |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|--|-----------------------------------|--------------|
| Irregular or Infrequent Income: | Other Income | Yes |
| Jury Duty: The income received, less per diem allowance, is counted. EXCEPTION: If the individual provides verification that the payment was given to his/her employer, "Exclude" the income. | Employment | Yes |
| Lease Income: | Rental or Lease Income | Yes |
| Life Insurance – Annuity Income, or Payments Over Time: Cash <u>received</u> , and <u>available earnings</u> , from an annuity are countable. NOTE: Dividends and interest available to individuals are also countable, even though these earning may be reinvested. NOTE: See Life Insurance – Lump Sum Payment | Other Income | Yes |
| Life Insurance – Lump Sum Payment: If prospected, a life insurance payment is countable in the month received. NOTE: See Life Insurance – Annuity Income, or Regular Payments | Lump Sum | Yes |
| Loans: A valid loan is a loan for which the lender must deliver a sum of money to a borrower. The borrower must express or imply, either orally or in writing, an obligation to repay. The obligation to repay must be absolute and not contingent on the occurrence of an uncertain event. EXCEPTION: Educational loans are identified as "Educational Grant or Loan Assistance." | Excluded | No |
| Low Income Energy Assistance Payment (LIEAP) Income: | Excluded | No |
| Lump Sum Payment: Non-recurring lump sum payments are counted. The income must be prospected when determining eligibility. Examples include the following: <ul style="list-style-type: none"><input type="checkbox"/> Capital gains<input type="checkbox"/> Crop insurance proceeds<input type="checkbox"/> Rebate or credit refunds<input type="checkbox"/> Settlements from Social Security, TANF Cash, Tribal TANF, railroad retirement or insurance claims<input type="checkbox"/> Severance pay or sick leave payout | Lump Sum | Yes |
| Maine Indian Claims Settlement Act of 1980: | Excluded | No |
| Military Allotment: A military allotment is not subtracted from the service member's gross income. An allotment is used to send money back to the family or pay a third party. EXAMPLE: Child support might be paid through a military allotment. | Employment | Yes |
| Military Basic Allowance for Housing (BAH): A stipend paid to military personnel, whether cash or payments in-kind. Employer paid housing and food benefits are countable. | In-Kind (Earned/ Obligated) | Yes |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|---|-----------------------------------|--------------|
| Military Basic Allowance for Subsistence (BAS): A stipend paid to military personnel, whether cash or payments in-kind. Employer paid housing and food benefits are countable. | In-Kind (Earned/ Obligated) | Yes |
| Non-Cash Employee Compensation - Food or Shelter: Earned employee compensation benefit, which is either food or shelter, counts as earned in-kind income. | In-Kind (Earned/ Obligated) | Yes |
| Non-Cash Employee Compensation – Other than Food or Shelter: Employer compensation benefits that are not available in the form of cash, food or shelter, are not included as income. If the employee may take any of these benefits as cash, the benefits are countable. The following examples may not be countable income: <ul style="list-style-type: none"> <input type="checkbox"/> Child care benefits paid by the employer <input type="checkbox"/> Flexible spending benefits paid by the employer <input type="checkbox"/> Insurance premiums (medical, life, disability) paid by the employer <input type="checkbox"/> Vehicles, used for employment purposes. | Excluded | No |
| Nutrition Program for the Elderly: Any benefits received under Title VII, Nutrition Program for the Elderly, of the Older Americans Act of 1965 are not counted. | Excluded | No |
| Pension Annuity Payments: | Pension or Retirement | Yes |
| Personal Injury Settlement Payments: This income is evaluated as a possible lump-sum payment. If the income does not meet lump sum policy, only the amount actually released and received by the participant is counted as “Disability Benefits.” | Lump Sum | Yes |
| Radiation Exposure Compensation Income: | Excluded | No |
| Railroad Retirement: | Pension or Retirement | Yes |
| Refugee's Sponsor's Income: | Excluded | No |
| Reimbursements: | Excluded | No |
| Relocation Payments: Payments, received under Title II of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, are not counted. | Excluded | No |
| Rental Income: | Rental or Lease Income | Yes |
| Retirement Income: | Pension or Retirement | Yes |
| Royalty, Dividends or Interest Income: Personal interest, dividend, and royalty income are countable. | Interest, Dividend, Royalty | Yes |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|---|--------------------------------------|--------------|
| Salary, Wages or Commissions: | Employment | Yes |
| Sale of Blood: Income from the sale of whole blood or blood plasma is considered self-employment income. | Self-Employment | Yes |
| Scholarship: See educational income. | Educational Grant or Loan Assistance | No |
| Section 8/HUD Utilities Payments . . . regardless of the payee. | Excluded | No |
| Self-Employment Income: | Self-Employment | Yes |
| Severance Pay: Severance pay represents a non-recurring compensation outside of regular earnings. It is treated as lump sum earned income. | Lump Sum | Yes |
| Shelter Workshop/Rehabilitation Center Income: Handicapped individuals often work in sheltered workshops or rehabilitation centers performing services/work for therapeutic or rehabilitative purposes. These earnings are totally excluded. Although their wages are subject to taxes, etc., IRS rules treat them as non-employees. (Revenue ruling 65-165.) | Excluded | No |
| Social Security Benefits (SS): Social Security benefits are paid to an individual, to the family of an individual, based on the individual's earnings. They may be in the form of retirement benefits or survivor's benefits. | Other Federal Cash Income Program | Yes |
| Social Security Disability Income (SSDI): SSDI benefits are paid to a disabled individual or a disabled individual's family. The payments are based on the disabled individual's past earnings. | Other Federal Cash Income Programs | Yes |
| Striker Income: Income from union strike activity is countable income. | Other Income | Yes |
| Student Housing: Student housing is not considered Federal Housing Voucher or Cash' assistance for federal reporting purposes. NOTE: By policy, all income is entered, whether countable in determining eligibility. However, there is no need to enter student-housing benefits as income in CCUBS. | N/A | No |
| Supplemental Food Assistance . . . received under the Child Nutrition Act of 1966 and the National School Lunch Act. | Excluded | No |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|---|------------------------------|-------|
| Supplemental Security Income (SSI): Eligibility workers may use the following guidance to identify supplemental security income: SSI payments are made to individuals unable to earn income due to a disability or other qualifying cause. SSI benefits are not based on past earnings and are limited in amount. ⇒ Verify the client's statement regarding SSI Stamp participation, since this may be confused with SS or SSDI. EXCEPTION: If the SSI recipient clearly uses the monetary resource to provide income to another household member, then the other household member would include the respective contribution (Other Income). | Supplemental Security Income | No |
| Supportive Services . . . which are specified in a public assistance program. | Excluded | No |
| TANF Cash Benefits: Enter the TANF Cash benefit for each individual. NOTE: While Montana counts TANF Cash benefits when determining eligibility, the only Non-TANF families receiving 'Child Only' TANF Cash grants are affected by the amount of TANF income entered in CCUBS. Additionally, the federal ACF-801 report asks if TANF Cash is a source of income to the family. ⇒ Verify TANF Cash Benefits on the CCUBS 'TEAMS Person Information' interface and/or on the TEAMS TAFS/TAF2 screens 'AMT' column. | TANF Cash Assistance | Yes |
| TANF Cash Recoupment Amount (Fraud): Do not reduce TANF Cash benefits by any recoupment amount. | Excluded | No |
| TANF Cash Supplement – FS Countable: | Excluded | No |
| TANF Cash Underpayment – Exempt: | Excluded | No |
| Tips: Tips coincide with employment hours. NOTE: If an individual works only for tips, they are self-employed. | Tips or Bonuses | Yes |
| Training Allowance – Not a Reimbursement: EXAMPLE: An employer pays a training stipend, as set amount. This may occur before employment or during employment. | Tips or Bonuses | Yes |
| Training Related Reimbursement: EXAMPLE: An employer pays for a current employee's for training expenses. | Excluded | No |
| Tribal TANF: | Tribal TANF | Yes |
| Trust Fund Income: Cash <u>received</u> , and <u>available earnings</u> , from a trust fund are countable. Dividends and interest available to individuals are countable, even though these earning may be reinvested. | Interest, Dividend, Royalty | Yes |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|---|--------------------------------------|--------------|
| Unemployment Insurance Compensation: <input type="checkbox"/> Unemployment Insurance (UI) [State – 26 weeks] <input type="checkbox"/> Federal Trade Readjustment Act (TRA) [Federal Trade Adjustment Assistance - 26 weeks] <input type="checkbox"/> Extended Federal TRA. [Federal Trade Adjustment Assistance - 26 weeks] | Unemployment Compensation | Yes |
| Vendor Payment - Earned or Obligated: See In-Kind Income – Earned or Obligated. | Employment | Yes |
| Vendor Payment - Unearned: See In-Kind Income – Unearned | Excluded | No |
| Veterans' Administration Education Payments (or GI Bill) . . . are excluded, provided the participant is attending an institution of higher education/training. | Educational Grant or Loan Assistance | No |
| Veterans' Pensions and Benefits: | Pension or Retirement | Yes |
| Victims Compensation Program: Payments to victims of crime for medical/therapy costs incurred as the result of criminal acts, paid after all other insurance, etc. fulfills their obligations. | Excluded | No |
| Vietnam Veterans, Disabled Children of Female Vietnam Veterans See “Disabled Children of Female Vietnam Veterans” | Excluded | No |
| VISTA Income: | Employment | Yes |
| Vocational Rehabilitation Income: | Excluded | No |
| Wages, Salary or Commission: | Employment | Yes |
| Weatherization: One-time payments for weatherization and replacement or repair of heating or cooling devices are excluded. | Excluded | No |
| Women, Infant's & Children (WIC): | Excluded | No |
| Workers' Compensation Benefits: | Worker Compensation | Yes |
| Workforce Investment Act (WIA) as Educational Income: If the parent does not need the WIA hours to meet the minimum hourly work requirement, the income may be coded as “Educational Grant or Loan Assistance.” Also, see “Workforce Investment Act (WIA) as Work.” | Educational Grant or Loan Assistance | No |

Attachment D - MONTANA CCDF State Plan for FFY 2004-2005

| Income Table for Non-TANF Child Care Scholarships | Income Type | Count |
|---|----------------|-------|
| <p>Workforce Investment Act (WIA) as Work: When the participant needs work hours to meet the minimum hourly work requirement, code WIA income as "Employment." On-the-job training may be long term (6+ months) or short term WIA/WEX training. Participants receive a paycheck from their employer, or from a WoRC contractor. There may be no indication the employee is a WIA participant. WIA replaces the JTPA program.</p> <p>Also, see "Workforce Investment Act (WIA) as Educational Income."</p> | Employment | Yes |

SAMPLE CERTIFICATE:

143750

Invoice Number: 35585

This form is for the billing period of 04/01/2002 – 04/30/2002. You must complete and return it by 04/30/2002. Failures to complete, sign, and return this form may result in delay of your child car payment. If you have any questions please contact your local R&R Office. Please return this form to: Brandi D, 317 E Mendenhall, Suite C, Bozeman, MT 59715-3684.

FACILITY INFORMATION

THE CHILDREN'S PLACE
1216 WEST LINCOLN
BOZEMAN MT 59715-

Provider ID: PV83071
Tax ID: 123456789
Phone: (406) 123-4567

PARENT INFORMATION

Name: MARIA M MARTIN
Case ID: CS12345

Address:
123 SOUTH 12th ST
BOZEMAN MT 59715

PROVIDER RATES

| | Rate Changes | | | |
|--------|--------------|--------|-------|--------|
| | Daily | Hourly | Daily | Hourly |
| Infant | \$19.00 | \$2.75 | | |
| Child | \$17.00 | \$2.5 | | |

Provider Messages to R&R

CO-PAYMENT INFORMATION

Co-pay Obligation for September \$10.00
Co-pay Paid in September
Total Payment to Provider

I certify that the services are provided without regard to race, sex, religion, creed, color, or national origin and that this claim is correct in all respects and that payment has not been received.

Provider Signature

Date

Child: Missy M Martin
DOB: 4/12/2001

| Date | Requested Hours | Comment | | Date | Requested Hours | Comment |
|------|-----------------|---------|--|------|-----------------|---------|
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HEALTH AND SAFETY CHECKLIST

Health and Safety issues should be considered when arranging for child care. Here are some topics a parent and child care provider may want to discuss. For more information regarding quality child care, contact your local Child Care Resource and Referral agency.

No corporal punishment may be inflicted.

- _____ Is parental access unlimited?
- _____ Is the provider in good health?
- _____ Is the provider trained about basic health, safety issues?
- _____ Is the provider trained about child development issues?
- _____ Does the provider wash hands thoroughly, before and after diapering?
- _____ Does the provider wash hands thoroughly, before preparing food?
- _____ Has the provider received guidelines on how to "child-proof" the home?
- _____ Does the provider talk easily with the children and respond to their needs?
- _____ Does the emotional climate foster happiness and trust?
- _____ Does the provider offer learning opportunities to the children?
- _____ Are children's immunizations current?
- _____ Are emergency telephone numbers and parent telephone numbers posted?
- _____ Is the provider trained in First Aid and CPR?
- _____ Does the provider have an emergency medical authorization form signed by the parent?
- _____ Is a first aid kit available?
- _____ Are meals and snacks nutritious?
- _____ Is there a quiet comfortable place for naps?
- _____ Is the play equipment safe?
- _____ Is the home clean?
- _____ Are the children exposed to smoking?
- _____ Are hazards inaccessible to children, inside and out?
- _____ Are electrical outlets covered?
- _____ Are heaters ventilated and screened?
- _____ Are poisonous substances out of reach of children?
- _____ Are smoke detectors in place and operational?
- _____ Is a fire extinguisher available?
- _____ Are firearms locked and inaccessible?
- _____ Are appropriate automobile restraints, such as car seats, used?

METNET
State Plan Public Hearing

Tuesday, May 27, 2003
6:30 PM – 9:00 PM

Present:

| | |
|-------------------------|---------------|
| District VII HRDC | – Billings |
| Child Care Connections | – Bozeman |
| Butte 4cs | – Butte |
| Hi-Line Home Programs | – Glasgow |
| DEAP Child Care R&R | – Glendive |
| Family Connections | – Great Falls |
| District IV HRDC | – Havre |
| Child Care Partnerships | – Helena |
| The Nurturing Center | – Kalispell |
| District VI HRDC | – Lewistown |
| DEEP Child Care | – Miles City |
| Child Care Resources | – Missoula |

Introduction of Main Panel and State Plan by Facilitator, Mary Lyons

Mary Lyons, Montana Early Childhood Advisory Council Chairperson (MECAC)
Randy Haight, HCSD Early Childhood Services Bureau Program Specialist
Linda Fillinger, Early Childhood Services Bureau Chief
Patti Russ, Early Childhood Services Bureau Supervisor

Every two years the State is required to publish a State Plan for the Federal Government. The State Plan is a document created to indicate “Where we are at this moment; what we have achieved – not necessarily where we are headed in the future.” This discussion will be concerning the “DRAFT” State Plan.

PART I – Administration

Mary Lyons discussed the titles in Part I: Lead Agency Information; State Child Care (CCDF) Contact Information; Estimated Funding; Use of Private Donated Funds; and Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF – Eligible Children.

Facilitator: Mary Lyons

Mary Lyons asked for any questions from each site. Also, if there is a question not addressed, she asked those present to write the question down and send it to the State.

Census for Questions:

| | |
|------------|------------|
| Billings | – none |
| Bozeman | – none |
| Butte | – none |
| Glasgow | – none |
| Glendive | – none |
| Havre | - none |
| Helena | – none |
| Kalispell | – none |
| Lewistown | – none |
| Miles City | – question |
| Missoula | - none |

PART II:

The facilitator gave a brief summary of each topic in Part II.

PART III:

The facilitator gave a brief summary of each topic in Part III.

Mary Lyons asked Patti to discuss how the 75th percentile is determined.

Patti Russ: The Federal Government requests that states conduct a bi-annual market rate survey. They suggest that states pay providers at what is known as “the 75th percentile” of that particular survey. The 75th percentile represents – If you take 100 providers and ask them what their rates are you would line the rates up lowest to highest, count them to 75, and number 75 on that list is what is known as the 75th percentile. It isn’t really an average or median; it’s just where the 75th provider falls within that range.

Census for Questions:

| | |
|-----------|------------|
| Billings | – none |
| Bozeman | – question |
| Butte | – none |
| Glasgow | – None |
| Glendive | – None |
| Havre | – None |
| Helena | – None |
| Kalispell | – None |
| Lewistown | – question |

“We are just a little curious about where TANF recipients might be guaranteed child care after they come off TANF. Is that somewhere else?”

Mary Lyons: Randy, could you address that. We are looking.

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Randy Haight: Section 3.4 (Priorities for Children) on page 26 (3.4.1 describes the priorities, at least.) Does this address your question that children of TANF cash families, at or below 95 and one-half percent of the federal poverty guidelines, and children with special needs, whose family is at or below 150% of the federal poverty guidelines are guaranteed child care in relationship to the priorities for the Child Care Development Fund. Underneath those categories are the low-income working families and teens attending high school – in that category the families with the lowest income relative to the family size would be higher up on the waiting list, if you will, and be served first when available. Does that address the question?

Lewistown: I think the burning issue is putting them on the Waiting List at the moment, and it's not just our group but also a county director had a discussion with me on the phone today about this. She was real curious if there was some sort of transition plan.

Randy Haight: No, not at this time. There really is no transition plan. I think maybe Linda can speak to some of the strategy on this a little more, but we are hoping to serve more of the families. We are hoping with the money that the legislature did give us to serve more of the families on the Waiting List. There is a conscious effort not to develop a transitional plan, at this point. The thinking is that then TANF Program becomes the doorway to get childcare, and that's not necessarily the incentive we want to create.

Mary Lyons: Linda, did you want to say something?

Linda Fillinger: We really are in the discussion phase of deciding exactly how we want to design the program. As Randy said, we are leaning toward serving all families at the same level – at a percent of poverty that we think we can afford to serve families. That would include families who are transitioning off TANF into work and it would also include families who were not on TANF but they would all be served at about the same percent of poverty. We are still looking at our budget and trying to assess where we are with our numbers. But, it is not decided, at this point, how we are going to handle that. It will, however, be decided fairly soon.

Mary Lyons: Does that help with your questions?

Lewistown: I think that's great. Thanks.

Mary Lyons: Missoula, did you have a question in these last three parts?

Missoula: Three questions. First, I would like to ask a question in regard to the MECAC Board. What I would like to know is looking at the list of council members that are represented on that board, is there term limits on that board so more people have an opportunity to serve and that you have a greater opportunity for diversity and new ideas brought into that board?

Mary Lyons: This is on page 10 for those who might be looking for that information. Patti, would you like to address this?

Patti Russ: Sure. The terms limits for MECAC members is two years. Approximately one-half of the council turns over every year. They are on rotating two-year appointments. Several members of the MECAC are nominated either by a constituency group – several of the Child

Care Resource and Referral Network nominates the members from within their constituency group – MPCA does the same thing as does the Montana Association for the Education for Young Children. There are several that are constituency group nomination to the council, and those groups meet and submit recommendation for appointment to Hank Hudson. There are also some positions at large of which people apply and the childcare provider seat and a family home provider who also hold seats on the council. Those folks actually submit a letter of interest and that occurs every two years. But members on the council are not required to leave after two years. They may submit a letter of interest or re-nomination. We have generally quite a bit of turnover each year so there is always new blood coming on to the council.

Mary Lyons: Does that answer your question?

Missoula: Well, kind of, but I can address it later on. The second question that I have is does MECAC function as most boards do meaning that the chair basically facilitates the meeting and has no opinion or input because she is in charge of facilitating it and not directing it. If that is true, my concern, as Mary would know because she is representing MTAYC on that board and she is also the chair now of MECAC, so does MTAYC have representation if Mary is the facilitator and if she is the chair of the board?

Mary Lyons: Patti, again, would you like me to address this?

Patti Russ: Why don't you address that?

Mary Lyons: This is something that I have viewed in the several years that I have been involved with this Advisory Council. Whomever the chairperson has been has had input as does any other member sitting on the board. It is more of a facilitation piece than a tiebreaker as such. We do work on a consensus model so we don't have this tie vote. Any person on the Advisory Council can go ahead and block consensus. This is what I have viewed, and if there is another policy, please...Is that (looking toward Patti) . . .Is that sufficient?

Patti Russ: That's correct.

Mary Lyons: That is just what I have seen over the years. Is there another question?

Missoula: Yes. I'm up on page 21 right now. There is some confusion with the local R & R in how you handle a day. You have 6 to 10 hours designated as a day of child care and if a child is certified for six hours a day some of the caseworkers, if the child is there for 7 or 8 hours, they add those hours up and take them off on Friday so the child ends up with four full days and part of a day on Friday and some of them don't. In fact, one of the caseworkers said that the computer automatically does this. So, is it your intent if the child is certified for six hours, that's all the care that you are paying for or is it 6 to 10 hours a day?

Randy Haight: I think the intent on that is when we have a certification plan for a child that is set-up for six hours, we intend to pay for the six hours. We recognize that there is this 6 to 10 hour day phenomena going on, and I think we probably have some more work to do educating people in terms of what our expectations are. The need there, if a family is set-up for six hours a day five days a week, we need to stick to that six hours a day to get through those five days. Otherwise, the family may not find out that they have enough hours left at the end of the week.

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So, anything beyond the certification plan we feel is between the parent and the provider in terms of any responsibility. Now, you know as a provider, you still count on getting that full-day rate and you may choose to accept that, but on a daily basis, we expect that certification plan generally to meet the needs of that parent. There are exceptions, if a parent has to work a late shift or something like that, then we can make exceptions like that when the invoice is processed to verify that need and additional hours can be added for the parents needs at the time the invoice are processed. Does that address your question?

Missoula: Yes, I just wanted to see what your intent was. They are not paying for five full days. They are paying for four days and then taking hours off on the fifth. When a day is defined as 6 to 10 hours.

Randy Haight: I'm not sure I heard the question, Mike. I'm sorry. You were really fading in and out there.

Missoula: Okay. It seems to make the daily rate kind of meaningless. You only pay for six hours anyway. I mean, even if they are there for a ten, you still pay one rate for a day.

Randy Haight: Right.

Missoula: And the only thing that is changing if they happen to go over the six hours or seven hours they are certified for, you subtract that on a Friday.

Randy Haight: You need to bill for that six hours that they are intended for rather than bill for the seven hours that they are there or something because that extra hour really belongs to the parent. So, you need to follow that certification plan.

Linda Fillinger: I think the simple answer is this. You bill for the time the child is there as long as the parent is in the required activities. And if the parent is in the required activity, that exceeds the certification plan, we can override it on a case-by-case basis. Basically, what it boils down to

we are going to pay for the required hours that the family is participating in the required activities. And that is in either school or employment, generally speaking, it could be other things if they are in a Family Investment Agreement kind of situation. Does that answer the question?

Missoula: Thank you.

Missoula: I have a question about that too. I am kind of confused also because since we're not being paid for any more than six hours, what difference does it make to the State if the child was there for seven or eight hours? We are not being paid anymore. It's an agreement between the parent and the provider and it doesn't cost the State any more money. I don't understand why they have to get involved in it. And you said to make an amendment to their certification. Sometimes that takes more time than the parent has. I know my experience with Child Care Resources is sometimes I get an immediate response and sometimes it's several weeks. So, what should we do in that period of time?

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Randy Haight: I'll speak to the amendment piece. Part of that is that when we process an invoice at the end of the month and there is extra time on the invoice, as long as we have verified that the time was needed and it was an approved activity, then we are able to override the invoice. That really doesn't require that we change the certification plan but simply that we adjust the invoice at the end of the month. That's a relatively quick way to make that adjustment. The 6 to 10 hours I think came up when the program was developed as okay, here is a day and let's define a day as 6 to 10 hours, but then we also have hourly rates that reach up to that point. The State is interested in following the amount of time that the family needs for their activities. And we recognize it's anywhere between 6 and 10 hours that we're dealing within the framework of the daily rate. The provider is going to receive the daily rate if that's the attendance of the family in line with the certification plan. The important thing is to build within the limitations of that certification plan if that is what the family needs to make it through the week and follow their plan. If they are going to at your facility longer, you have the choice to say, okay the child was supposed to be here for 8 hours and now the child is here for 10 hours instead you have the choice, at that point, to charge the parents for the additional two hours, if you choose, or you can accept the daily rate.

Linda Fillinger: I guess, to take that one more step further, if you have a separate agreement with the parent(s), for providing care beyond the hours or the required approved activities, that is between you and the parent. What the State is interested in seeing on the invoice is just the care required for separate activities. If you have a separate agreement, that is above and beyond what we are interested in.

Missoula: Okay. So, you are saying that if the child is there for six hours, we should have the parent sign in/out for six hours? Anything beyond six hours is our concern?

Linda Fillinger: If the required activities require the parent to be gone for six hours, that six hours is what we want to see on the invoice. The sign in/out is a separate thing. The sign in sign out would be how long the children are actually there. This serves another purpose, which is a safety issue, I think – whose there and who isn't there.

Missoula: So, when we fill in our invoice, we just fill it in for six hours even if the child has been there for eight? That's all we have to do?

Linda Fillinger: If the parent required six hours for approved activities, you would put six hours. If they are there for eight, and that's a separate agreement between you and the parent, then we wouldn't necessarily need that.

Missoula: Okay. Thank you. Another question I had is instead of giving 15 days now you have 150 hours. If a child is certified for six hours and we take a certified enrollment, why are ten hours deducted from the 150?

Patti Russ: That was initially how the computer program was set-up and programmed and that was not consistent with the ARM Rule and that is being changed so that a parent's certified enrollment bank were declined based on what the child's schedule was. For instance, if the child was scheduled for six days (their sick) you charge certified enrollment, that parent won't then lose ten hours out of their certified enrollment. Likewise, if a child is at your facility and they need to go home because they're sick (need to be excluded from care), so they are there for four

hours and the parent comes and picks them up. The computer is also being changed so that you can use those two hours of regular days and two hours of certified enrollment. That now is in the works to be fixed with our computer-programming contractor.

Mary Lyons: Does Missoula have any other questions?

Missoula: One more. In the Priorities for Children in Child Care, is the Department committed to this idea of giving priority to people with lower income to those of higher income. My concern there is that I think sometimes the family that actually had the higher income is almost more strapped than those with the lower income because they don't have other kinds of benefits that the lower income people do. Could you address that, please?

Randy Haight: I think, in general, and Linda can help out with this that benefits available to most of the families at 150% of federal poverty guidelines and below, to varying degrees, I think that most families in that income bracket are going to find that some benefits are available. Otherwise, I know we have had many discussions at the Department and that income basic principal has been reinforced a number of times.

Mary Lyons: Any further questions?

Missoula: How is the Waiting List prioritized? Is it a timeframe? Is it on income? Is it part-time care? That's the main question we are asking. Who is put on the Waiting List? How/Why are they still there?

Randy Haight: The Waiting List is based on income relative to family size. I guess a way to illustrate that would be the sliding fee scale that in on Attachment C, I believe, Page 87. This illustrates the . . . We'll look at the group of numbers in about the third set of rows down that says 100% FPG (that means Federal Poverty Guidelines). The gross monthly income for a family of two is \$995 (in this instance they pay a 4% co-payment of \$40). But you can see that the same FPG for a family of three is \$1,252 and a family of four, \$1,508. So, a family of three whose income is \$1,252 may be ahead of – or higher on the list, if you will – than a family of two of \$1,045. They are still lower on the FPG than the other family.

Bozeman: I do have another question in this section. We have someone vacuuming in the background. We'll close the door real quick. Did you finish your response?

Randy Haight: I did. Although I just wanted to say it is a frustrating thing because a family who comes in January and gets placed on the Waiting List doesn't really see the progression in terms of time that they will get closer to services. Other families may come in and apply and they are actually ahead of other families because of their income situation.

Missoula: We have one more question. This is John Fells, but you know that. The question, Linda is what is going to happen with the Waiting List in the meantime – between now and October.

Linda Fillinger: We are hoping very quickly to start serving the Waiting List. We are still, like I said earlier, I think, we are still analyzing our budget trying to figure out how much money we have exactly. We are having discussions internally about that, and I think very soon we anticipate to start serving the Waiting List. The question is at what level can we afford to serve

the Waiting List ... at what percent of poverty. So, that's the discussion. I'm hopeful by June we will start serving the Waiting List.

Missoula: The follow-up is, and this gets back to what Randy was talking about, is that I think the frustration people have with prioritization is that there is no accounting for the duration a family spends on the Waiting List. You could sit on the Waiting List and if your financial situation is in the wrong place, you could hang in limbo forever and get beat up by somebody who just came on the Waiting List two days ago. I realize all the complexities of that, but I guess what the \$64,000 question is at what point do you anticipate or do you anticipate at any point making an adjustment in that equation to deal with the duration folks spend on the Waiting List?

Linda Fillinger: As long as we are targeting our services at the lowest income families or the families we feel are the most in need I don't see a fix for the duration issue.

Missoula: How many people on the Waiting List right now?

Randy Haight: Roughly 1,000 children at this point. When Linda talks about serving families up to a certain point of the federal poverty levels, we can serve families if they remain eligible up to 150% of the federal poverty guidelines. One of the strategies under discussion would be to say okay let's take everybody at 100% of the federal poverty guidelines that's on the Waiting List, let's serve that group of families. That way you would at least know that if you are sitting at 125% of the federal poverty guidelines you may need to look somewhere else because you may not get served right away. That could be an indicator to families as to whether or not they will be successful in receiving services. But the time line, until we have enough funding to serve all families or all children on the Waiting List is really an unknown.

Missoula: Okay, Mary, we are done.

Patti Russ: While we are still in Missoula, before we go to Bozeman, Anne Carpenter just wanted to add one other piece of clarification on the 6 to 10 hour issue. And one of the reasons that it is important to bill exactly for when the people are there is because families often have varying schedules for their work schedules. If they work at a retail store or something like that they may work 25 to 35 hours per week and it may change from number of hours per day, days per week, all of those things change and so it is important to bill for the time the children were there in support of that families activities – in support of that certification plan. I think it is those varying schedules of parents that are creating the larger problem with the 6 to 10 hour day. I just wanted to add that little bit of clarification.

Missoula: Which is it then? Do we bill for the time that they are actually there or do we ...

Randy Haight: Can you repeat that? We didn't have the volume up enough.

Missoula: So which information should we follow? The one where we actually bill from the time the child there or the time that the child is certified for and if they go over, then that's between us and the parent(s)?

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Patti Russ: It depends on why they are going over. If a parent is going over because of approved activity hours in that varying schedule – say their employer – employment, education, or a combination thereof are activities that are approved and the Resource and Referral is trying to match that authorization plan or certification plan as closely as possible to that parent's needs. When those schedules vary, the piece that's important for providers to realize is that – your work schedule changed, you need more hours this week or your work schedule changed, and you need fewer hours this week. If the child is there because the parent has some extra time and they want to go shopping, that isn't an approved activity. We don't approve shopping hours for parents. But, if the child is there extra because the parent is working more or has an additional activity at school that requires different hours, then those activities would be approved, and we would pay for that.

Missoula: How would we know?

Patti Russ: Talk to the parent.

Missoula: What should we do right now?

Patti Russ: Bill the exact hours in accordance with the authorization plan.

Missoula: And then what happens if there is a change in the work hours but the authorization plan hasn't been amended? What happens at the end of the month when they have been authorized for 30 hours and they have to work 7 hours a day four days a week? What happens to that last day?

Patti Russ: In that instance, if they are working, then you would bill the exact hours – there is a little place to put a note on there that the parent was working additional hours and the Resource and Referral and the parent...again, as Randy said earlier, we could override or add additional hours to that week's activities so that we are paying for what the parent needs.

Mary Lyons: Missoula, any further questions? I know that is still a concept that a lot of people are concerned about.

Missoula: Yes. We are at the 2000 level for childcare rates. When will this end if you are going to stay at these rates? And until when? What's the end date?

Mary Lyons: When there is more money in the State budget?

Missoula: Is that at least for the next year or two years? I mean aren't providers basically going out of business because we are not making it at these 2000 rates? And you want them to go on how much longer and what will the consequences be?

Linda Fillinger: One of the things we are also taking a look at is how much it would cost to increase the provider rates up to the current market rate survey. It is all factoring into the discussion that we are having. We had considered a lot of different alternatives. We are still not at a place where we can say exactly how long those rates will stay in effect. We understand that it is all very important to child care providers and to us for providing quality care to children. It is something we are concerned about and we're look into.

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Mary Lyons: I wish we could give you an answer that it will end next year or next month. At this point, it is not that evident to us. Be aware of that.

Missoula: Is it a concern that it is written in the plan the way you have. It sounds like it is permanent and that there is no assurance of any kind change?

Randy Haight: There isn't any assurance because we don't see the change just yet. We are looking at the numbers and trying to see how we can change it. The next market survey would be done in the fall of 2004 and no doubt, that will be a topic at that time. We went into the legislature thinking that we were looking at a good 40% cut in this whole program. I don't know what the percentages ended up being, but we ended up with a little more money than we anticipated that would be offered to our program. Legislators offered some of that money back, but um nowhere near the amount that we are still losing because of all the budget shifting and budget cuts we have seen. So, we went in and got a little more than expected, but nothing near what would make up that 40% or greater cut. Chris is raising her hand down here.

Linda Fillinger: One other thing before we move with the microphone. The State Plan is still in "draft" as we explained in the beginning, but also, we can change the State Plan. It is not something that is in granite. If we decide that that is something we want to do based on our discussions of about where our budget is, all we have to do is amend the State Plan. It is a fairly simple process and I just wanted to make sure you knew that just because it is written that way doesn't mean that it is always going to be that way.

Missoula: That's good to know.

Chris Hettinger: The budget answer to that is in the last biennium we had over \$52 million to spend. In this biennium, we have around \$47 million or \$47 and one-half million. So, we don't have as much money as we had for the last biennium and it doesn't look as though raising the rates for providers would be a wise choice with 1,000 children on the waiting list.

Missoula: I have just one question again, please. Does that then mean that those who work in your Department your wages will also be frozen until we get ours? I mean, if it is a budget crunch, I respect that I have worked long and hard on those issues. I realize that the money is not there. So, are you assuring us within the childcare profession that your wages will be frozen at your level until ours is unfrozen and we get our rate adjustments?

Linda Fillinger: State employees are frozen until the last half of 2004 (25 cents an hour wage). I think that we probably should move on.

Giggling....We've lost you so just a minute!

Mary Lyons: I would like to express that we understand the frustration with the cost of giving care increases at a rate that you are not being reimbursed for, at this point. I think we need to work on a business plans and work with our communication with our parents and utilize the hours of care that would actually be used for work or other areas. It is a very frustration thing, and sitting on this board for several years to realize that 75 percentile...that's not what you work, definitely, but it is better than getting nothing to allow these parents be able to work. It's tough.

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I know it's tough, and I also know you have work very hard, Judy, on the legislative end to know that no matter what we did we couldn't crunch any more money out for child care. Hopefully we can figure out the budget. I can't imagine a windfall but maybe the budget can be scrutinized and more money can be made available. Amendments can be made to the State Plan anytime.

Great Falls: Excuse me, this is Great Falls. Would you put us on the list to go around and ask questions? I would like to ask the question about the fact that you are saying we cannot afford to do it. The pressure has to be you've got to pay the people that are providing the service adequately. And then if you don't have the money and there are people who don't get the service, if you put the businessperson out of business, then the voice will come through that you have to get the money someplace else and the pressure will be there. As long as you keep cutting the providers, and that's what you are doing, then you will have a Waiting List. Can you tell me how large are the Waiting Lists in each area right now?

Patti Russ: Not right at this moment, but I could get that report. That information is available off the computer system. We can run Waiting Lists by county, by Resource and Referral districts. . .so

Great Falls: Okay, I will get that information from you tomorrow.

Patti Russ: So, that is information that's available. I just don't have it available on site with the METNET. Certainly, we can provide it for you.

Great Falls: Does the Waiting List correspond, at all, to what you are paying providers in each area? I'm talking about the number of providers that are available; people that are looking for service and I want to know what you are paying because I see the huge differences that are being paid in different areas of the state. You made the comment that we are getting paid at 75%, but it's 60% according to this document, correct?

Randy Haight: Well, no. Again, it's 60th percentile. I'm going to repeat what Patti said and just frame it a little bit different.

Great Falls: I understand what Patti said. But it's 60 not 75, right?

Patti Russ: It's the 75th percentile of the 2000. We did a second market survey in 2002, and because the rates were frozen at that prior survey, it is lower on the current survey of market rates that was done in the fall of 2002. I believe the attachment says where that falls out. We have lost some ground.

Randy Haight: Yah, on average it's around the 60th percentile.

Patti Russ: So you are at the 75th percentile of the 2000 market rate survey or about the 60th percentile of the 2002 market rate survey.

Mary Lyons: I would like to go to one more question, and I believe it was Bozeman. Anyone else who has comments and/or concerns, please address those in letter form. The intent is to have this written so that we have documentation for concerns such as that. I apologize, Great

Falls, for missing you. It's highlighted now and I won't do that again, but Bozeman, I believe you had a question.

Bozeman: Thanks, Mary. I just wanted to address the cost of living in the Priorities Section. I know that there is not enough money but just food for thought -- Will did an excellent sustainability survey for 2002 and they found in the city of Bozeman housing costs like three times like for elsewhere in our service area (e.g., White Sulphur Springs). So, the housing costs three times as much; child care can cost two times as much; and I have gotten to know a couple of people who have been on the Waiting List who have been on the Waiting List for a long time. In fact, one of the parents was in Helena quite a bit, and I think she helped make a difference. For some of those families, I think maybe Missoula address the duration on the Waiting List might help with the cost of living issues for some of these families.

Mary Lyons: Thank you very much. We do need to go forward. Any questions, comments, concerns, please forward them this way. There is the self-addressed stamped envelope in your packet tonight. If you don't have one, I'll give you a stamp because we do need to hear those comments. We are going to move on because our time is going to be up here shortly and we have a lot of ground to cover. The Part IV, which is Processes for Parents, and again on page 33 many of us know that child care cert plans are for up to six months. Something was brought to our attention today that I thought was very important -- we all need to be aware of our processing parents' need availability, accessibility, and quality. Those are the things we need to be working toward. We are it's just difficult to find. Going on it gives you some definitions on page 34...(Mary then read the captions in Part IV). I'm sure we are going to have many questions. So, I would like to take a poll again of each site and we will start with Billings.

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Census for Questions:

Billings: I have a comment about unfunded mandates. The recent changes require to all childcare providers have the minimum 8 hours of training and everyone needs CPR and first aid - there's a cost. I'm from a center. I'm from Kid College so I have a number of employees and there's a significant cost to pay for the time of the employees to go to that training as well as some of the training costs. I just wanted to comment that when we are mandating quality improvements that we are mandating unfounded items and that is added pressure on the providers who are already being reimbursed at a three-years-ago rate. I think we are just adding more burdens to the providers. That's my comment. Thank you.

Mary Lyons: Thank you. Anybody else? Okay we will go to Bozeman.

Bozeman: None

Butte: None

Glasgow: None

Glendive: None

Great Falls: I have one. On page 62, Part C, beginning with the idea of Early Intervention Specialists. If a child is identified by IDEA, the financial obligation does not apply then for the parents – they are automatically guaranteed that? Is that what that says?

Patti Russ: No. What it says is that the Child Care and Development fund will coordinate and collaborate with Part C of IDEA to build services around that child. One of the things how that happens from the Child Care Development side of this is that families who have children with special needs are guaranteed childcare. They fit into that same priority category as did TANF families. That includes both the special needs child and other children in that family. The policy changes are the ways the Child Care Development Fund participates in a child, either an IEP (Individualized Education Program) or IFSP (Individualized Family Support Service Plan) That goes around building services for a special needs child, is through the subsidy. In order to bring the child care subsidy into compliance with the ADA, we have developed a mechanism to assess the child's cost of care needs. We couldn't look at special needs as a market kind of category, providers couldn't charge a higher rate just for special needs unless that rate was justified because a higher cost of care was also incurred. So, we have a way to look at that. We can adjust the subsidy rate for a child with special needs to meet those needs. Again, the family has to meet other eligibility criteria. They need to be income eligible so I want to put that caveat in there. But in the IFSP, generally the family is working with another service provider who is trying to build those services around that child and trying to coordinate things that can happen. We have, at Child Care Plus, a State Inclusion Coordinator, and she is available to anybody in the state to help work out accommodations for a child, to help bridge that gap or to walk in both worlds – the child care world and the Part C world. She can help pull that IFSP and that child care plan together and can help providers and families make those kinds of things work. So, this is talking about that collaboration on how we can use funds from the Child Care Development Fund in coordination or collaboration with funds that may be identified through Part C of IDEA and make that go further. Types of services that we might be able to help coordinate by doing this might be speech therapy, occupational therapy, or physical therapy and do some of those things on site in a child care facility which is a lot of times folks from disabilities arena – they just didn't think about that. Although it makes sense because there is a lot of emphasis on providing services in a child's natural environment. If that child goes to childcare, certainly

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childcare facility is a natural environment. Those are the kinds of things that that is talking about and our participation in that is the special needs subsidy and the contract with Child Care Plus to provide those inclusion coordination services.

Mary Lyons: Did that answer your question?

Great Falls: Yes.

Mary Lyons: Are there any more questions from Great Falls?

Great Falls: None

Havre: None

Helena: None

Kalispell: None

Lewistown: Our question is actually from Section IV; 4.1 about mid-page on page 32 – At the bottom it says TANF families are not required to fill-out a separate application for childcare. That seems kind of in contrast as to how we do business?

Randy Haight: We really still don't require that, but we need to work on streamlining that TANF piece. That's a good thing to point out. Thank you, Janet.

Lewistown: Okay. I'm sitting here with work operators who are jumping up/down with glee. The other piece, we saw one and I don't know exactly where it is just now. It is on page 34, Suspending a Case – a family who temporarily loses eligibility may be refunded for 30 days. Are we talking FAIM TANF families or other families?

Randy Haight: Well the intent of that it was designed under the non-TANF program. I think we probably had a little discussion about finding a TANF example – are we thinking about families in sanction mode?

Lewistown: That's kind of what we were thinking. With WoRC Operators here they were sort of feeling like if a family is sanctioned, what's the need for child care?

Randy Haight: Right. And suspending a case is a situation where we say there really is no need for childcare. Let's say a child is out of the household for 3 or 4 weeks. That's a situation where there is no need for childcare, but the household does not need to lose eligibility over that temporary absence. That's what we intend with the suspension policy. Those are abbreviated in this plan. We obviously have the Child Care Manual that expands the intent and policies all around each one of those exceptions or those ways we can maintain either the parents' eligibility or the need for additional child care or simply provide continuity of care in transitional times. Does that address the question?

Lewistown: That's it. Thanks.

Miles City: None

Missoula: We have questions. Guess who? My understanding is that the budget is a little bit sketchy for Part C right now and Part C only works until you are 36 months old anyway.

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What's the strategy for kids over 36 months old with respect to disabilities – children with special needs? The other things aren't questions so much as comments that the National Reporting System, which is going to dictate the outcomes for children in Head Start. They are going to roll out that test next week, or the week after next, and we'll have to test kids in the following spring including kids in the partnership sites. The other thing that's in the reauthorization bill is that what has been for the last five years an Associates Degree will become a Bachelor's Degree. So, the requirement will be at the end of this reauthorization cycle 100% of our teachers will have to have AA Degrees and 50% will have to have BA Degrees. The National Head Start Association isn't going to fight that. It probably will fly, and that's going to impact our partnership sites because unless they are family providers, if they are group providers, they fall under the center of requirement and will have to have an Associate's Degree. I'm done.

Mary Lyons: Thank you for the information.

Patti Russ: John, actually that's a great comment because that is where we are talking about Part C of IDEA we are also collaborating with the folks who are responsible for Part B, which is the older children from 3 on up through the public school system. In all of these collaborations, not only has the Department of Public Health been involved with Part C activities, but the Office of Public Instruction has been involved with what's going on with Part B and childcare too. We'll make those adjustments to what's in here and include that information.

Missoula: Is there any plans to license pre-schools, in the future, because of the no child left behind Act or the acts that have come out?

Linda Fillinger: I guess I will address that. Our licensing supervisor isn't here. Chauntel is here and maybe we could get the microphone to Chauntel.

Chauntel: At this time, there are some rule changes being looked at. At this time, I will take that to Becky Fleming-Siebenaler, but I believe at this time, pre-school is not being looked at.

Mary Lyons: Are there any more comments?

Missoula: Yes. I have a second comment. On your TANF regulations, as a college student myself, do college students receive any special privileges for that? Because they take their time off in the summer time, are they taken off and then put back on to the Waiting List or what happens during that summer lag?

Randy Haight: Summer time, if the student is meeting a work requirement, they maintain their childcare benefits – unless a work assignment is set-aside, they could potentially lose their childcare. Given the state of things today, when we have a Waiting List, that's a difficult situation because they will then be back on the Waiting List. To answer if there are any other benefits, we not too long ago, decided if a student is full-time then their work requirement would be a little less each month than a family that's just working. So, full-time students have a lower work requirement being 40 hours opposed to 60 hours for a single parent.

Missoula: Okay. Thank you. I just have one quick question about special needs rates. Is there a follow-up to special needs rates; meaning if the provider is receiving "x" amount of dollars for a

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special needs child, is there any assurance if that child is actually receiving that special needs and how long is the special needs certification plan good for?

Patti Russ: There is a process for assessing that child's special needs and a follow-up so the child is working with a Family Support Service Specialist and the inclusion specialist. As long as that child still has the needs, the rate would continue. If the disability or circumstance corrects itself and there was no longer a need for a higher rate, at that point it may go down. For some reason, the cost is higher and if there is a correction and there was no longer a need, then that would go away.

Missoula: My question was actually, "Is there any assurance that the child care provider is the best case scenario for that child's special needs. Not that the child still wouldn't have a need for a special needs rater, but the provider who is receiving the "x" amount of extra dollars is actually using those for that child's special needs care.

Patti Russ: Is there any quality assurance review of the provider?

Missoula: Shook head in affirmation.

Patti Russ: The services are actually being provided?

Missoula: Yes.

Patti Russ: No. There isn't really anything like that however; certainly, Karen Martin from Child Care Plus, as the Inclusion Coordinator, could take a look at that. It's really parent driven. The parent is the quality assurance person in that scenario.

Missoula: That's all from Missoula. Thank you.

Mary Lyons: Well, I would like to go to the Part VI, starts on page 65. These are health and safety requirements for providers. Mary then read specific highlighted areas of Part VI. Someone should notice there is no [section] 6.3 and that's the federal government. [actually, a department clerical error]

Patti Russ: The other thing I would like to mention is attachment G says this section is reserved for early learning guidelines. I just wanted to update you on the status of the very, very incredibly rough document that was created by the worker in Bozeman. The information has been submitted to the Facilitator, who is Keri Williams, and she has collected the information into a collection of information from the varied curriculum areas. The work group was going to review that and decide on a format for early learning guidelines, or draft early learning guidelines, and so that first document is only out for review from the work group and it will be available and attached to the State Plan as soon as the work group has reviewed it and think they have a document worth sharing and having input on that. What I would like each of you to do is if you want a copy of the early learning guidelines, and want to be involved in that process, please let your site facilitator know that and once that document is ready for comment and scrutiny, and red penning and all of those kinds of things, we will be sure to include you on our interested parties list and get you into that process of finalizing the "draft" into a document that we think can work in the State of Montana without turning it into an unfunded mandate, which

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was also a concern of the Guidelines Work Group. Please, if you want to be involved in that, just let your site facilitator know. We will get you a copy of that “draft” as soon as the work group has approved it.

Mary Lyons: Okay. Thank you, Patti. Before we go any further, there are a few things I would like to mention: 1) Site Coordinators, would you please make sure that everyone is signed-in and that those sheets are sent to Helena; 2) also, I wanted to encourage everyone out there to make sure they are on the interested party list for any of these documents you have heard about today. I don’t know whom they would contact for the Interested Parties List?

Linda Fillinger: You could just put your name in the self-addressed, stamped envelope and put that in the comment envelope. That would work.

Mary Lyons: So now I would like to go back to see if anyone has comments for this last question we addressed this evening. I see a hand going up, but in the meantime, we are going to start with Billings.

Billings: Yes. I wanted to just comment on the fact that registered providers are only inspected at least 20% of all providers are inspected. There are some registered homes that don’t get inspected for like four years at a time.

Linda Fillinger: We have 600 centers and about 1,100 homes.

Patti Russ: Hold on. I think we have that data available.

Chris Hettinger: I have the child care report from our statistician and the licensed registered centers for 2003 is 4,001. That’s ‘children’ in those facilities. Hold on, ‘facilities’ is at the bottom. We’d love to have 4,001 centers and keep them busy! Number of facilities, licensed registered centers is 258 in Montana. Group homes are 474. Family homes are 549 and licensed in home and LUPs is 702.

Patti Russ: I have another set of numbers. Those are for what? An annual number?

Chris Hettinger: That’s right. That’s fiscal year 2003.

Patti Russ: Okay. I have another new report tonight that I was going to share with folks. I’m glad you asked. As for the month beginning April, 2003, and this is a report we will have available on a monthly basis; there were 274 center providers in the State. There were 759 family childcare homes, 486 group childcare homes, and 523 LUP or LUI providers. This is a snapshot report for total providers in the State of 2,042.

Billings: Okay. I guess what my concern is that with 274 centers being visited twice a year and some homes not being visited at all. What’s the reasoning there with the number of kids that are being unchecked in these homes? In a center, we have open door policies, our parents are in/out of our doors without even knocking. In homes, those parents need to knock a lot of times just to come in to those homes, and whose checking on these kids? And I think our numbers are pretty high in those registered and group homes.

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Chauntel: Centers are actually checked annually, once a year, because they are licensed, which means they have higher qualifications/requirements. And the family and group homes are checked on a 20% random selection. I know that Becky continually talks about and works on how that random selection is done. It probably is a good comment that would go to Becky just for some clarification on the random selection.

Billings: Take a look at those numbers. 20% of that compared to 100% on the 274. And it says right here all day care centers are inspected at least two times a year. If they have time to do that, they should be checking these registered homes more.

Chauntel: We are required to do the 20% that on the family and group homes and on the centers annually. The Fire Department and Health Department are also visiting, but they have separate things they are looking at and separate requirements.

Billings: Okay. I'm looking at page 71, the second paragraph there. It says all day care centers are inspected at least two times a year. It says one visit must pertain to the licensing process while the second is an observation visit.

Patti Russ: We'll take that as a comment.

Chauntel: Again, the confusion is that they are visited two times a year but one visit is our licensing visit and the other is the health/safety inspection by the Fire and Health Departments.

Patti Russ: The other thing with regard to folks looking at what's happening in group homes. The Child and Adult Care Food Program sponsors go out and inspect group and family homes who are participating in that program so it's not as if there wasn't somebody with an outside eye in those family and group homes. It might just not necessarily be the licensures. I believe the food program visits those homes three times per year. So that is helpful if there are any concerns that come up in those visits, childcare licensing is notified. 100% inspection of everybody would be great, but the funding and staffing. . . I think the whole council would love to see everybody visited at least once a year unannounced. Two times a year would be better but logistically, it is impossible with the funding we have.

Billings: I just have one more question. You guys said there was like 4,001 children involved in the centers being cared for. How many children are involved being cared for with registered providers and the group homes?

Chris Hettinger: The children in facilities in the family homes we have just under 2000 -- 1,972; in LUPs or in-home care 1, 411; in centers we have 4, 001; and in group homes we have 3,863. I don't know if that's an unduplicated total or whether it is a snapshot total. That's so far in State Fiscal Year 2003, 9,589 children.

Linda Fillinger: Are those State paid children only?

Chris Hettinger: Those are the State paid children, that's correct. These are the children who are in facilities receiving subsidy payments.

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Randy Haight: I think Chris mentioned an unduplicated number too. I believe that number is as of July last year to this point in time we have served that many children. So, if you took a snapshot at this point, we probably wouldn't have quite that many children in facilities.

Mary Lyons: Did that help with any of your questions?

Billings: Yes. Thank you.

Mary Lyons: Did we have any other questions from Billings?

Billings: No. Thank you.

Mary Lyons: We'll go to Bozeman. Bozeman has a question.

Bozeman: Yes. My name is Kathy and I have a question I hope someone there can give me an answer because I keep getting different answers from different people. I'm currently going through a re-licensing for this year and we are doing the 8 hours of training for our staff here and there is a problem regarding the training stickers that our staff gets. Some people have told us that we have to have the original training stickers for the staff vs. the copies that we had made. The problem is we cannot get the original stickers that were given out at these training sessions. I'm hoping someone can tell me what could happen in regard to this if we can't get the originals?

Libby Hancock: I'm Libby Hancock, the Career Development Coordinator, and there has been some confusion about the original stickers vs. copies of stickers for your 8 hours and we are not currently requiring – and I think everyone is on the same page – original stickers. When your people get their stickers, they make copies of the stickers and submit them to their licensors for their approved training hours. Is that clear?

Bozeman: So we do not need the originals is what you're saying. We can submit duplicates or photocopies?

Libby Hancock: Yes, and I'm sorry for the confusion on that.

Bozeman: Thank you.

Mary Lyons: Are there any more questions? Butte any questions?

Butte: Yes. I was wondering why somebody can own two group homes right next door when it really is a center and they can get paid a higher rate for instance in our area and they are not subject to the same regulations. You were talking about the food program before and as a center, we have been visited about three times as much as we were as a group home. You know, you don't get paid out as much and I was just wondering why is that that people are able to do that?

Mary Lyons: You know, that, again, is a question because we don't have the Licensing Supervisor here. If you could write it down and send it in. We can't give you an answer. Any more questions?

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Butte: I was wondering on page 70, 6.6 if you need to take into account extended licenses, which do not necessarily get visits once or twice a year?

Randy Haight: Thank you, Bridgett.

Butte: It wasn't discussed. The Children as Scholars Program – is that going to be going or?

Patti Russ: The Children as Scholars Program – that funding ended the end of June. That program is ending and parents in that program will either be transitioning or on the #Waiting List.

Butte: I know that for family/group homes, Helena was asking for the original stickers for training and they then made copies and returned to the provider. That was to help cut down on people counterfeiting them. I don't know what is happening with them now. That is something you might ask Becky about.

Mary Lyons: Our “ask Becky” list is getting longer. Thank you Butte. Glasgow?

Glasgow: Yes, in the essence of time, I just wanted to say I appreciated your comments on the Part C conversation but to remind people that the individualized family service plans are put together and the plans of care must be related to the child's disability not just the normal care of the child. The other question I would have is on Section 6.7 which is the Exemption from Immunization of Children's' with medical conditions...who does that need to be certified by?

Mary Lyons: I believe it's the physician or the other representative that qualifies that are in the ARM Rules.

Glasgow: Is that in the ARM Rules?

Mary Lyons: Chauntel is shaking her head yes.

Glasgow: Then the other question just briefly too, 6.12 talks about the provider certified infant child/adult CPR amended . . . Is that the ARM Rules or the State policy?

Mary Lyons: ARM Rules.

Glasgow: I missed that section in the hearing process. Thank you.

Mary Lyons: I think that was always there but one of those situations that was not well defined so this is clarification. It is a change. So, we will all read our ARM Rules tonight. Anything else. Okay. We will be going on to Glendive.

Glendive: None

Great Falls: I have a question about the changes in your flier announcing this meeting. You have many proposed changes listed there and you haven't discussed all of those. I see some of them were addressed in Appendix II on Page 77. Appendix II was not addressed. Obviously, I

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have the questions about the teen parents for teens attending high school. When would that potentially kick in that they would receive a block grant?

Randy Haight: At the moment, that particular issue did not get to the most recent rule change, which would be finished the end of June. The rule process is kind of a cumbersome and lengthy one and we intend to put that in the next rule change. Teen parents would then not be subject to the Waiting List. In the meantime, we have some money to serve some families so the strategy at the moment will be to try to serve a few families every month and eventually reach those teen parents, usually at the top of the Waiting List because they have little or no income, for childcare.

Great Falls: If there is any way to have that go into effect before the end of August, otherwise if you are talking October, you have a potential for teens to lose a whole semester of high school and then to get that teen back and not on welfare is highly unlikely. So if you could have that go into effect by the end of August, it would be much more beneficial than the chance that they would come off the Waiting List. Just a comment, I appreciate your efforts on behalf of that teen.

Randy Haight: Thank you.

Mary Lyons: Do we have any other comment?

Great Falls: I need clarification because I have heard it explained to me two different ways regarding CPR for adults. First, I was told that only if the caregivers are with children ages 8 and above do they have to have adults or is that no matter what ages you work with you have to have adults?

Mary Lyons: You need to have adults no matter what ages you work with.

Chauntel: It was explained to me that the reason they went with the infant, child and adult is that it's really based on the weight and size of the person . . . not their chronological age and that is why the change happened. (infant, child, and adult).

Mary Lyons: Great Falls, any more questions?

Great Falls: None

Havre: None

Helena: None

Kalispell: None

Lewistown: None

Miles City: None

Missoula: We have questions. On page 90, Employer Paid Insurance, it says that employer paid insurance doesn't count toward the income requirement toward childcare. That's a pretty significant benefit and it's also a pretty significant expense for a parent to pay that himself or herself. I was wondering why one would be excluded and the other doesn't as far as the income eligibility.

Randy Haight: We are kind of punting on some of these decisions that are made over time. The insurance benefits are hard to put a value on at times, but we certainly don't want to discourage employers from offering benefits to the families. It is interesting sometimes what choices families make when faced with choosing health care or childcare and that type of thing. If the employer includes that benefit as part of the employment package, then we want to include that but if the parent has a choice of choosing that and deciding how they are going to spend their dollars out of their pocket, then that point of decision becomes the parents'. That's when we decide whether the parent has the choice or not and who is going to pay that. If the employer is going to pay that, we want that family to benefit from that as well.

Missoula: That's a tremendous expense for a single mother to buy insurance for her family so why couldn't that expense be deducted from her income as far as income eligibility goes? At \$400 a month for insurance, that's going to significantly reduce the amount of money she/he has for other things.

Randy Haight: Right. That's an avenue we have never gone down in terms of looking at expenses and I'll contrast our program with the TANF program that sometimes looks at some of the families' expenses. We will sometimes disregard those out of pocket expenses. The eligibility determination gets very complicated and more complex when we start looking into families' expenses. We may have another family arguing – well, I pay more rent than this family does. Why don't we get at least part of housing or something like that? Our child care program has always just stayed with looking at income and which types of income we are going to consider when determining eligibility but we have never gone down the road of saying well we don't have to count health insurance benefits or the cost of child support paid out of the household or those types of things. We have never gone down the road of trying to exclude out of pocket expenses. I'm not sure if that answers your question, but it's where we're at in terms of determining eligibility over time.

Mary Lyons: Further questions?

Missoula: Do you have a policy on a hold a spot or reserve a spot? Does the State have a policy on that? And what is that policy?

Randy Haight: I will set it in an example of the school between the fall and spring semester. The parent can take care of his or her own child during this time. However, the childcare provider has a policy that if the parent pulls the child from their facility, they will go out and fill that with another child. So, the provider needs to demonstrate to us if they have a Waiting List – they would give that slot away and the child would not have a slot to come back to. This all needs to be planned ahead of time and arranged before the break is taken. I can't rattle off all the policy pieces around that at the moment. If I had my Child Care Manual, I would do that. But there are a number of requirements to make sure that we are using the money to hold the slot wisely.

Missoula: How come part-time caregivers are exempt from that? Part-time day care person or provider. If a college student, we have to take off Christmas and the huge summer break and that and we are not allowed to hold the slot or get more hours for that. I guess we will have to tell the parent we will have to give up their spot as a part-time provider.

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Randy Haight: We can find a number of benefits available to children who have full-time child care certification plans as opposed to those who didn't. When we were talking earlier about a certified enrollment, that was another issue where we really grappled with ...?... to part-time families in child care settings and we never made it there. So, it's a good comment to have, but we have fairly clearly defined that policy. The last time the State Plan was sent in, the feds looked at the policy and said we were "pushing our limits there," so we are fairly pleased to have the policy in place at the moment. They were saying be careful about spending money where childcare doesn't really occur. In other words, they were saying you have to be very careful about that. It is a good comment and we end up saying we are going to have to draw the line here. But we have chosen to "draw the line" there and offer that to full-time certification plans.

Missoula: Just for a comment from a part-time provider, we do give up a lot to take those part-time kids for the college students. It's really hard on us to not have those hours filled. Thank you.

Randy Haight: Thank you.

Missoula: That's all from us.

Mary Lyons: I would like to thank everyone for joining us tonight to go over the State Plan. There is a lot of information, but I want everyone to understand that it's just a "draft" document. There are some dollar amounts that are not tied down, at this point, and other documents that have been discussed that will be added to the Early Learning Guidelines that will be a "presentable draft" by the time this is turned in. I would like to thank everyone. Make sure that you have signed in at your sites and that any comments are sent this direction to Helena. Your concerns and comments will be addressed. Have a good evening and a safe drive home.

CCDF State Plan METNET Session
PUBLIC COMMENT FORM
-Results-

General Topic of Concern:

1) My question comes from Appendix 2 numbers 9 and 10d. Nine states that single parents, while attending school full-time, work a minimum of 40 hours per month. Does this pertain to the teen parent attending high school? Most of the teen parents serviced through our program are full-time students – some have jobs some do not.

Suggested Alternatives or solutions:

1) If a work component is required of teen parents, then maybe the number of work hours could be related to the number of hours the student is enrolled in school. Full-time students having fewer work hours required – part-time students having more work hours.

Other Concerns or Comments:

1) I am very much in favor of the proposed changes geared toward serving teen parents while they are attending high school or GED. I'm sure this investment in these young families results in better educated more confident citizens ready to meet their own needs and to be positive contributing members of our community. This investment must be cost effective when looking at the alternatives.

Response:

1) For the purpose of defining eligibility, teen parents are defined as attending high school, GED, or equivalency program. Single parents include those attending post secondary education.

Teen parents do not have a work requirement, as long as they are attending school or a GED program. If a teen parent meets the work requirement during the summer school break, they may be eligible for child care during employment hours.

General Topic of Concern:

1) Priorities for Waiting List need to consider cost of living. WEEL's [Working for Equality & Economic Liberation] sustainability survey 2002 found significant cost of living differences i.e., housing can be three times more expensive, childcare two times in Bozeman.

Suggested Alternatives or Solutions:

1) Using sustainability survey results, WEEL 2002, and duration on list as additional criteria.

Other Concerns or Comments:

None given.

Response:

1) Child care benefits are indexed to a market rate survey, which adjusts provider rates by district. For example, the daily rate for an infant in a Bozeman center is \$28.50, as compared to Butte at \$17.05. Establishing child care rates by district addresses cost-of-living differences around the State.

The child care subsidy program has considered factoring household expenses in determining family eligibility. The department has chosen to maintain the simplified method of considering gross income, which promotes wise choices in managing household expenses.

General Topic of Concern:

1) Section 4.1, page 34 states that providers may bill for holidays. Is this true right now?

Suggested Alternatives or Solutions:

None given.

Other Concerns or Comments:

None given.

Response:

1) The State Plan provides an outline of policies intended to maintain continuity of care. Each policy has specific criteria and limitations. The complete policy for holidays follows below:

If licensed or registered providers charge all families for certain holidays, even though their facility is closed, providers may bill the Best Beginnings Child Care Scholarship on behalf of assisted families when a period of authorized child care falls on the observation of that holiday.

- ☐ The provider shall be licensed or registered.
- ☐ The provider shall provide verification that they charge non-scholarship parents for the same service.
- ☐ The provider shall bill for the number of hours normally scheduled for that child on that day-of-the-week.
- ☐ The following holidays qualify under this benefit:
 - New Years Day
 - Memorial Day
 - Fourth of July
 - Labor Day
 - Thanksgiving Day
 - Christmas Day
- ☐ If the holiday falls on a weekend, the provider may apply the holiday policy on the day that the State of Montana observes the holiday.

General Topic of Concern:

1) If certified for 10 hours and the R & R only pays the day rate, what happens to the other four hours? If it doesn't cost the R & R any more, then why worry about certifying a family for six hours vs. ten?

Suggested Alternatives or Solutions:

2) Certify them all for nine hours.

Other Concerns or Comments:

None given.

Response:

1) A family is certified for care, based on the parents' activities and schedule, as well as the child's schedule. The certification plan is an estimate of child care needed during approved activities. While the daily rate is invoked when attendance falls between 6-10 hours, the department chooses to have one billing standard. Accurate invoicing improves the department's ability to manage the program and stretch limited resources to the fullest. The intent of the child care program is to pay no more, and no less, than the amount needed for the parent to participate in approved activities.

General Topic of Concern:

1) Provides rates same as 2002.

Suggested Alternatives or Solutions:

None given.

Other Concerns or Comments:

None given.

- and -

General Topic of Concern:

1) Lack of adequate pay for providers. The State wants "quality," and accessibility they must be willing to pay for it.

Suggested Alternatives or Solutions:

None given.

Other Concerns or Comments:

2) Inadequate site inspection of family and group homes. If we are not doing our jobs, then we are not presenting a true picture of the financial needs/requirements for the State to do their job.

Response:

1) The State of Montana is facing a budget deficit for the 2004-2005 biennium. As a result, the child care program's funding was appropriated at approximately the same level as in SFY 2002. In order to operate the program within the appropriated budget, the Department has chosen to freeze provider rates, along with freezing the sliding fee scale used to evaluate family income eligibility. This allows both providers and families to share some of the negative effects of the funding shortage.

If additional funding becomes available, assessing the feasibility of increasing provider rates will be a high priority.

2) Over the last 5 years, QAD has exceeded the statutory obligation of monitoring 20% of all family and group homes annually. If additional surveys are desired, additional staff and funding, approved through the Legislative process, would be needed. Since this question is somewhat vague, this response may not adequately answer the question. If that is the case, the author of the question should ask for clarification.

General Topic of Concern:

1) Funding availability for the most needy children

2) How the Waiting List works – Who gets served first? Is the criteria fair?

Suggested Alternatives or Solutions:

None given.

Other Concerns or Comments:

None given.

- and -

General Topic of Concern:

- 1) Availability or unavailability of care for families on Waiting List –
- 2) *Priorities for care – those not receiving any other benefits?
- 3) Where do full-time teen students fall on the list? Parents may, still support those who are not receiving other benefits, in part.

Suggested Alternatives or Solutions:

- 2) *Sliding fee scale – Attachment C page 87
- 2) Closer to poverty level is higher on list –
- 2) Section 3.4.1, page 26

Other Concerns or Comments:

- 4) Early learning guidelines? When will those be available? Is there a means of checking to see if providers are using the guidelines? Will there be materials available to providers to meet these guidelines?

Response:

1) Since the State Plan public hearing, the department has begun serving eligible low income working families up to 125% of the federal poverty guidelines on the Non-TANF sliding fee scale. This reduced the waiting list from over 1000 children, to approximately 225 children. Now that families are being selected from the Non-TANF waiting list, the department is noticing an increase in new applications. The department will monitor the service and expenditure levels on a monthly basis and make necessary adjustments to the waiting list in order to maintain spending at the appropriated level for 2004 and 2005.

2) Low income working families are prioritized by their income and family size as indexed according to federal poverty guidelines. Families participating in the TANF Cash program and families who have a child with special needs are not subject to the waiting list.

Generally, the department does not directly assign priority to families who receive fewer benefits from other programs. However, some benefits, such as TANF Cash, are included when evaluating a family's income, thereby having a potential effect on the family's eligibility.

3) Currently, teen parents attending high school compete with low income working families for position on the waiting list. Teen parents generally have little or no income and they rise to the top of the Non-TANF waiting list. Their parent's income is not considered in determining eligibility. The department plans to add teen parents, who are attending high school, to the group of families not subject to the Non-TANF waiting list. Meanwhile, the department is serving the majority of eligible applicants.

4) A preliminary draft of the early learning guidelines has been made available since the hearing and it is included as attachment 'G'. Local focus groups will provide input to the department on the draft & guidelines before they are finalized. The guidelines will be published and distributed to child care providers when completed.

General Topic of Concern:

- 1) State rate not at market value – how much longer can providers carry the lack of funds before we go under – out of business?
- 2) Regulations that cost providers such as Adult CPR are mandated without financial help to the provider. Are you looking at that issue?

Suggested Alternatives or Solutions:

- 2) Contract with someone/some agency for reduced/free avenues for getting CPR infant/child and adult first aide. If a community had that resource available, it would help.

Other Concerns or Comments:

- 3) Required Training – My concern is training sessions that are approved by Bozeman are not always training with substance. Can the criteria or program outlines be tightened up assuring that our time and money is spent on quality training that empowers me/us to be a better caregiver.

Response:

- 1) In light of budget reductions, the State has chosen to freeze provider rates, along with freezing the sliding fee scale used to evaluate family income eligibility. This allows providers and families to share some of the negative effects of the funding shortage.
- 2) Many Child Care Resource & Referral agencies and child care associations across the state give scholarships specifically to providers to receive CPR infant/child and adult first aid. Please check with your local CCR&R and/or child care association in your community for availability.
- 3) The Department contracts with the Early Childhood Project at Montana State University in Bozeman to review all non-credit bearing workshops and training sessions in order for those sessions to qualify as approved [early childhood] training. Trainers must submit a workshop or course description, and include an indication of the Knowledge Base areas that will be addressed.

Child care providers' knowledge of child development and early childhood practice varies greatly across the state, from no knowledge (entry level) to Masters or PHD degrees (highly advanced). DPHHS agrees that not all training is pertinent for all providers. An effort will be made to identify the level of training the workshop is targeted at so that more experienced providers may select sessions that are more relevant to their needs.

General Topic of Concern:

- 1) Clients' authorization of hours by R & R agency and providers tracking of those hours. I have been involved with this problem for over ten years. My experience has been a gross abuse of time used vs. time authorized and extremely poor tracking of authorized time. There has been way too much time paid for and never used. The billing question was never answered satisfactorily.

Suggested Alternatives or Solutions:

There needs to be some sort of method of easily determining time used or unused.

- 1) Establish guidelines for over use of authorized hours. If these clients are state paid, there is no way we will be able to bill them for additional hours used.
- 3) Perhaps you should pay on an hourly basis vs. six hours for a day.

Other Concerns or Comments:

I am increasingly concerned by increased requirements for training/education of workers and no increase in rates. What is the point of incentives for more pay (Registry NAEYC Accreditation, etc) if there are no funds to increase rates?

Response:

- 1) The department is taking a number of steps to reduce over-billing. Approximately one year ago, the department began issuing an explanation of benefits (EOB) to parents. The EOB informs the parent of the hours billed in the invoice and the dollar amount of benefits for the month. Bringing the parent into the loop on child care billing practices has proven successful in identifying several instances of over-billing.

The department is implementing rules requiring sign-in/sign-out sheets beginning July 1, 2003. Sign-in/sign-out sheets must support hours billed.

Additionally, the department is adding an assessment to overpayments due to willful misrepresentations. Willful misrepresentations, with regard to child care billing practices, appropriate use of child care, and Non-TANF eligibility, will result in an assessment added to the overpayment. The first offense invokes a 10% assessment and the second offense employs a 25% assessment. The new rules include a 'three-strikes you're-out' policy for providers & parents.

- 2) Certified Enrollment (CE) days are identified on the monthly statement of remittance (SOR) mailed to child care providers and the monthly explanation of benefits (EOB) mailed to parents. The department believes this is an improvement since one year ago, when information regarding the balance of CE days was available only by contacting the local CCR&R. The department is interested in understanding more about the need expressed in this comment and invites the commenter to contact the Early Childhood services Bureau to discuss the comment.

- 3) The Montana Early Childhood Advisory Council and the department are considering the issue of eliminating the daily rate and using only an hourly rate for child care. Preliminary analysis suggests that rates would require an initial hourly rate adjustment to maintain the cost of serving the families participating in the program. For example, an 8-hour day, paid by the current hourly rate, will cost the State more than the current daily rate. While child care providers would generally benefit from maintaining current hourly rates, the department could serve fewer families and the waiting list would grow longer. The issue comes full circle when the department is unable to serve families waiting for assistance and providers are not able to enroll those children in their child care facility.

General Topic of Concern:

- 1) Proper funding be available for those children most in need. Concerns that the co-payments are making it more difficult for those in need to participate in Best Beginnings.

2) Guidelines are too stringent.

Suggested Alternatives or Solutions:

2) Adjust child guidelines so that they are more realistic. Make a good faith attempt to remove parents from the Waiting List in a fair way.

3) Reporting hours has become too voluminous for larger providers. We have computerized software that can provide a more effective way of reporting. We are now being asked to round up to the one-quarter hour. Seems like if we reported actual hours, it would save the State money, and the State could serve more needy families.

Other Concerns or Comments:

None given.

Response:

1) The department attempts to distribute limited benefits according to the family's need by using a sliding fee scale, which adjusts the family's co-payment relative to income and family size. The department agrees the need for child care exceeds the funding available. With more funding, the department could improve efforts to serve more families and keep co-payments low and maintain provider rates at the 75th percentile of the most recent market rate survey.

2) Families are prioritized on the waiting list by income level, relative to family size. Families with the lowest income are given priority over families with higher incomes. The department is interested in specific suggestions about how to develop guidelines that are less stringent or more realistic, given limited funding.

3) Providers may bill for actual hours. The department asks provider to be within one-quarter hour accuracy for daily attendance. Additionally, providers have the option to simplify billing by rounding to the nearest quarter-hour; this does not mean round up to the quarter-hour.

Large providers with automated systems may work with their CCR&R to consider alternatives to filling out invoices for each child. The alternative invoice format must provide comparable information as the invoice, must be attached to the original CCUBS invoice and must meet the needs of the CCR&R for data input purposes.

Licensing Questions/Responses

Question 1: Is there any plans to license pre-schools, in the future, because of the no child left behind Act or the acts that have come out?

Comment from METNET At this time, there are some rule changes being looked at. At this time, I will take that to Becky Fleming-Siebenaler, but I believe at this time, pre-school is not being looked at.

Response: This comment is correct. Preschools are currently exempt from licensure. Quality Assurance Division does not at this time, have plans to request authority to license these facilities.

Question 2: I wanted to just comment on the fact that registered providers are only inspected at least 20% of all providers are inspected. There are some registered homes that don't get inspected for like four years at a time.

I guess what my concern is that with 274 centers being visited twice a year and some homes not being visited at all. What's the reasoning there with the number of kids that are being unchecked in these homes? In a center, we have open door policies, our parents are in/out of our doors without even knocking. In homes, those parents need to knock a lot of times just to come in to those homes, and whose checking on these kids? And I think our numbers are pretty high in those registered and group homes

Response: The state plan indeed addresses the fact that centers receive two visits a year. However, this is a policy, not a mandate by statute. In examining the comment, and looking at our historical program data, the department has determined that two visits per year in day care centers are no longer necessary. Part of this is due to extended licensing. Many of our centers have attained an extended license; as such, inspections are not conducted on these facilities until the end of the respective license period. This natural evolution will allow for more time to be spent with facilities and homes where our time is more necessary.

The licensing inspection is the mandatory visit. A second inspection/visit may be conducted, but would be at the discretion of the licensing worker.

20% of all homes are inspected annually. This is a statutory mandate. That's not to say that more than 20% can't be inspected. 20% is the minimum. Over the last 5 years, QAD has in fact met and exceeded this statutory requirement, with an average number of inspections falling around 22-24%. We focus our inspections on new providers, providers who have not, in the last five years had an inspection, and providers who may be experiencing difficulty. Over the course of the last 5 years, QAD has inspected at least once, every currently registered day care facility.

We continue to refocus our inspections and work hard to gain efficiencies so that we are conducting more inspections in the home programs.

Question 3: I was wondering why somebody can own two group homes right next door when it really is a center and they can get paid a higher rate for instance in our area and they are not subject to the same regulations. You were talking about the food program before and as a center, we have been visited about three times as much as we were as a group home. You know, you don't get paid out as much and I was just wondering why is that that people are able to do that?

Response: Administrative Rules allow for a person to own two separate facilities and have two separate registrations as a result. However, the key word here is 'separate'. If in the example listed, a provider has two facilities, and they exist side by side, then the provider must show the department that those facilities are completely separate—separate space, separate staff, separate outside play time. If those components are met, then the provider can be issued two separate facility registrations. However, if the two programs co-existed within the same 'structure' then that situation would constitute a center and a license would need to be procured.

Question 4: I know that for family/group homes, Helena was asking for the original stickers for training and they then made copies and returned to the provider. That was to help cut down on people counterfeiting them. I don't know what is happening with them now. That is something you might ask Becky about.

Response: There was a period of time that the department was requesting original stickers for verification of training hours. There was evidence that confirmed some providers were 'counterfeiting' the stickers. Original stickers were the only way to truly judge whether the provider had truly attended the training.

The department recognizes the hassle this created for providers. It also increased the paperwork load for department staff. We have gone back to accepting photocopies, but are working with other key individuals to design a better system of training verification. We'll keep you posted on the developments of this new system as it progresses.

Counterfeited stickers will be handled on a case by case basis from this point on.

Question 5: I need clarification because I have heard it explained to me two different ways regarding CPR for adults. First, I was told that only if the caregivers are with children ages 8 and above do they have to have adults or is that no matter what ages you work with you have to have adults?

Comment from METNET: It was explained to me that the reason they went with the infant, child and adult is that it's really based on the weight and size of the person . . . not their chronological age and that is why the change happened. (infant, child, and adult).

Response: When the CPR/1st aid rule first went into place, it did specify that adult CPR was needed only for providers who were caring for children aged 8 and over. Therefore, many providers were only required to receive infant/child. But in working with the Red Cross and other certifying bodies, the department became aware that the techniques used in Adult CPR need to be applied to certain children. The techniques used in Adult CPR are based upon body size and weight, not necessarily age. As such, the rule was amended accordingly. Additionally, if there is more than one provider in a facility, it is important for the adults to have the Adult CPR certification to assist that other adult if they should need CPR.

Therefore, providers must be certified in infant, child, and adult CPR, irrespective of the ages of children in care.

Comments Submitted in Writing

Question/Concern: What is the logic concerning the requirement for Adult CPR?

Response: See the answer to question number 5.

Montana Early Learning Guidelines *DRAFT*

*as of
May 2003*

Containing the following sections:

- ✓ Guiding Principals Draft
- ✓ Creative Arts Guidelines Draft
- ✓ Language and Literacy Guidelines Draft
- ✓ Mathematics and Numeracy Guidelines Draft
- ✓ Physical Education and Health Guidelines Draft
- ✓ Science Guidelines Draft
- ✓ Social Studies and Social-Emotional Development Guidelines Draft

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Montana Early Learning Guidelines
Guiding Principles
DRAFT

- A. All children have the right to have their early experiences acknowledged and recognized as extremely important in their further development. Children come into the world ready to learn, actively engaging in making sense of their world from birth. The first three years of a child's life set the groundwork for a lifetime of brain development and must be taken into consideration when planning any further learning (Families and Work Institute, 1997).
- B. All children have the right to expect that their home, community, and family lives will be respected in the early care and education setting. Children's home language with their families must be respected as the basis for learning a second language. It is recognized by the National Education Goals Panel, based on research, that a child's learning is complex and is influenced by cultural and contextual factors (National Association for the Education of Young Children, 1995).
- C. All children have the right to have their basic needs met. Children rely on early care and education practitioners to know what to do if their needs are not being met, or are being compromised. Research shows that general health is a critical indicator of a child's success in school (National Center for Education Statistics, 2002).
- D. All children have the right to expect that their early care and education practitioner has a solid knowledge of child development, and continues to improve his or her practice through continuing education on the latest developments in the field. All teachers of young children need foundational knowledge in language acquisition and early literacy development, along with professional development in teaching practices that promote optimal development. Research proves that quality early care and education contributes to a child's readiness to learn, and that staff education and experience are determining factors in high quality programs (Pathways Mapping Initiative, 2002).
- E. All children have the right to be supported as life-long learners. Children should be recognized as capable individuals and competent learners. They must be allowed to develop a disposition and eagerness to learn in order to find success in their learning experiences. A positive approach to learning has been shown to be a critical determinant to mastering school skills (National Center for Education Statistics, 2002).
- F. All children have the right to the involvement of their families in all aspects of their care and education. Families are key partners in every young child's education, and must be supported by the early care and education community.

Effective communication and involvement consistently lead to positive effects for the early development of young children (National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education, 2002).

- G. All children have the right to be cared for and educated in a developmentally appropriate manner. All children have the right to be treated as an individual with unique strengths, interests, and approaches to learning. Early care and education must address the “whole child” and be constantly working with each child on multiple levels. Childhood is a unique stage in human development, and must be appreciated as such (National Association for the Education of Young Children, 1997).
- H. All children have the right to expect that their play is respected as a valuable learning tool. They are to have a rich learning environment in which to explore their world, and are to be exposed to a variety of experiences to help deepen their understanding. Children learn best through a combination of teacher-directed and child-initiated methods, through both guided play and open-ended activities. Play is how a child accesses the complexities of the world, and is the primary way they learn about the world around them (National Association for the Education of Young Children, 1987).
- I. All children have the right to expect that the public school system, specifically Kindergarten classrooms, will be prepared to meet their needs. The responsibility for school readiness rests with the school, not the child (National Association for the Education of Young Children, 1995).
- J. All children have the right to be cared for and educated under the protection of a Code of Ethics. Early care and education practitioners should understand and follow the profession’s ethical guidelines at all times, in all situations (National Association for the Education of Young Children, 1997).
- K. All children have the right to be supported and protected by policy makers at the community, state, and national levels. Decision makers must always keep in mind the effects that their actions have on our youngest citizens (Children’s Defense Fund, 2002).
- L. All children have the right to the supports, resources, and services they need to participate actively and meaningfully in the early childhood setting. Early care and education must be prepared to work together with families, following parents’ lead, to make referrals when children’s development appears delayed, collaborate with children’s IFSP/IEP teams, modify/adapt program activities and routines (make reasonable accommodations), and implement appropriate interventions within the context of the early childhood setting (DEC/NAEYC Joint Position Statement on Inclusion, 1993).

Creative Arts

Early Learning Guideline: Visual Arts 1

Expresses Personal Interests, Ideas, and Feelings Through Art And Begins to Share Opinions About Artwork and Artistic Experiences.

You may see the child begin to:

- Expresses feelings about art.
- Select different art media to express emotions or feelings.
- Assert individuality such as in drawing a pumpkin that differs in color and design from the traditional.
- Create meaning and make sense of the world around them through exposure to cultural art.
- Understand differences and preferences as he/she encounters artwork.
- Wonder about or asks questions about works of art.

A child can be supported by an adult who:

- Values each child's creative efforts.
- Provides art media and materials that are culturally responsive to diversity of families and community.
- Asks open-ended questions and describes what the adult sees.
- Brings works of art into the environment.
- Provides an accepting attitude toward each child's ideas and values each child's creative efforts.
- Gives recognition by exhibiting each child's work.
- Views art materials as meaningful rather than a waste of time and messy.
- Provides creative experiences that are well planned and executed.
- Uses a variety of art media for self-expression.

Scenario:

Finger painting is a good emotional release for children. They can express many moods (e.g., joy, anger, sorrow, silly). Finger painting also provides a sensory experience. Adding different substances to paint (e.g., sand glitter, rice, paper) can change the experience. During the finger painting session at Tamyra's preschool, the teacher first defined the limits for the children. She dampened the paper with a sponge so the paper adheres to

the surface and spread the paper smoothly on the table. She put a heaping tablespoon of finger paint on the paper (colorless paint may be used or the teacher can sprinkle powdered tempera on paper). The teacher clamped a wooden frame that fit over Dan's piece of paper to the table. This made it easier for Dan, who cannot see the edges of the paper, to keep his painting from going off the paper and on to the table. During the activity, the teacher played several types of music. The teacher mentioned that the children can also make designs with their fists, knuckles, palms, and fingernails. When the session was finished, the children were encouraged to clean up. The teacher had sponges and water ready. The children wore smocks, aprons, or other coverings to protect clothing.

Tamyra was frightened by a barking dog on her way to preschool in the morning. While finger painting, she made a resemblance of a dog, and she quickly wiped it away. She showed fear and rubbed it out. Jimmy found sliding his hands through slippery finger paint relaxing. Polly finished her finger painting abruptly. The teacher asked "Is there anything else you would like to add to your painting?" in order to help restore self-confidence and provide encouragement.

Domains:

Social/Emotional:

- Expresses feelings in socially acceptable ways.

Physical:

- Develops fine and gross motor muscles through self-expression.

Cognitive:

- Expresses feelings in socially acceptable ways.

Self-help:

- Practices limits or guidelines established by the teacher.

Early Learning Guideline: Visual Arts 2

Uses Symbols, Elements Such As Shape, Line, Color, and Texture and Principles Such As Repetition In Art Experiences

You may see the child begin to:

- Use different colors, surface textures, and shapes to create form and meaning.
- Use objects as symbols for other things. (e.g., a scarf to represent bird wings or a box to represent a car)
- Pretend through role-playing.
- Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.
- Decide which lines should be long or short, wavy or straight, thick or thin and what color and where on the paper.
- Watch an activity before entering into it.
- Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.

A child can be supported by an adult who:

- Does not pressure the child to “make something” to account for time.
- Keeps in mind that growth is uneven and that advances in physical growth and a child’s knowledge of the body can affect artistic expression.
- Recognizes where each child “is” in terms of physical, emotional, and intellectual development, and uses art materials and plans experiences accordingly.
- Serves as a facilitator, making materials available in a setting where the child can work undisturbed and motivate the child to experiment and discover.
- Talks about how the work is done and leaves it to the child to talk about what it stands for and what it means to the child. The adult comments on lines, shapes, colors, patterns, textures, how they are repeated, and how they are arranged.
- Offers the materials regularly over the year. One exposure to materials is not enough.

Scenario:

Children, ages 3-5, enjoy arranging shapes, lines, and colors into pleasing designs. They have a spontaneous sense of composition. To do a collage, provide each child with a small shallow box or a box lid or paper plate to hold collage materials. Provide a variety of materials: rough/smooth, opaque/translucent, patterned/plain, 3-dimensional/flat and a glue container and small brush with a short metal handle. Demonstrate how to apply paste on the collage piece. Many young children seem to want to apply the paste to the main piece of paper, not on the collage piece. The experience of selecting and pasting materials is manageable and motivating. Cutting paper with scissors is a separate activity for very young children or children with motor difficulties. Therefore, the adult will want to cut the materials for some children. Children may also tear paper for a collage. Older children, ages four and up, can select collage pieces from one or more trays of attractively arranged materials in the center of the table. Three-year-old Tasha carefully alternated pink and red patches filling up her entire paper. Josh, at 4 1/2, finished his collage. His picture reminded him of something, and he suddenly exclaimed, "This is a truck." Five-year-old Laura, who sits in a wheelchair during most activities, could not reach the materials. Laura, who also has little or no functional speech, got her materials from the teacher. The teacher asked Laura if she wanted each material and gave Laura the materials for which she indicated "yes. Laura used her speech-generating device to communicate that her collage looked like an umbrella. Children with many experiences in combining and arranging shapes, lines, and colors will begin to plan ahead what they are going to make.

Domains:

Social/Emotional:

- Asserts individuality

Physical:

- Refines small muscle movements

Cognitive:

- Enhances creativity by combining materials and textures in a unique way.
- Explores objects and materials independently.
- Experiments with line, shape, color, and size.

Self-help:

- Helps with the clean up of sorting the various materials into appropriate storage containers and washing glue brushes in warm water.

Early Learning Guideline: Visual Arts 3

Uses Different Art Media and Materials In a Variety Of Ways For Creative Expression, Exploration, And Sensory Experience

You may see the child begin to:

- Gain ability in using different art materials. (e.g., paper, paint, clay, scraps, buttons)
- Discover making people, shapes, lines, and colors from early experiences in art.
- Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.

A child can be supported by an adult who:

- Recognizes that a child's representation of something may not be entirely realistic. It is important to wait for the child to identify the figure or ask if the child wants to say something about the picture rather than asking "what is it?"
- Provides basic art supplies that include (1) painting materials, (2) drawing and pasting materials, and (3) sculpting and molding materials.
- Provides storage and an attractive, neat work area. Shelves should be accessible and contain separately arranged and labeled places for clay, collage, painting and drawing materials, and different kinds of paper.
- Includes time and space. Children need uninterrupted time to investigate and experience art in their own way. They also need space in which to move.
- Provides art experiences that consist of set-up, work time, and clean-up.
- Displays samples of each child's artwork at the child's eye-level.

Scenario:

The children in Mrs. Brown's early care and education program did hand printing one day. To do this, Mrs. Brown prepared a washable work surface. She used two colors of finger paint, a large (2' X 3') piece of solid-color paper tacked to the wall, and a bucket of warm water nearby for

washing hands. Each child put a blob of one color on the washable table surface. She encouraged them to move the paint around. She asked the children how it felt, what it smelled like etc. Then she invited the children to make the handprint on the paper on the wall. The teacher helped Sarah put the blob of paint on the table and helped Sarah move her hands through the paint because of Sarah's limited range of motion. Sarah made the first handprint. The teacher brought the paper and put it next to Sarah's hand before putting the paper on the wall where the other children could reach it. The children talked about how each handprint is different. Mrs. Brown labeled the prints with each child's name. Abdul put his hand on Megan's handprint. Since Abdul did not speak much English yet, Mrs. Brown demonstrated the concepts of bigger and smaller using large hand gestures and repeating each color name. She asked Abdul how to say each color in his language, then practiced Abdul's language with the other children. She pointed out that some prints go up, down, or to one side or the other. The children pointed their hands in the directions of the different prints (to teach directionality and improve motor control). Mrs. Brown asked the children how many hands are in each color. (Are there more red hands or blue hands?)

Domains:**Social/Emotional:**

- Talks about how everyone cooperated to make the mural.
- Participates in group activity to stimulate curiosity through hands-on experience

Physical:

- Enhances motor development.

Cognitive:

- Learns concepts of directionality, big and small, colors, more or less

Self-help:

- Feels independent and committed to the well-being of the child care home community

Early Learning Guideline: Music 1

Children Show Enjoyment of Music Through Facial Expressions, Vocalizations, and Various Movements

You may see the child begin to:

- Smile or laugh when music is played.
- Verbally express enjoyment.
- Sing along to familiar songs.
- Request certain songs/finger plays, etc.
- Clap hands in glee/begin to clap in rhythm.
- Dance/sway/tap toes/jump/hop to music alone or with others.

A child can be supported by an adult who:

- Listens to children and includes their ideas and interests in planning the curriculum.
- Provides opportunities for children to experience a variety of music media (e.g., singing, finger plays, instruments).
- Uses a variety of music (e.g., classical, jazz, ethnic, children's music) during music time and various times of the day.
- Makes music an integral part of the day.
- Delights in music with young children.
- Plays a supportive role as young children experiment and discover music.
- Recognizes the individual differences reflected in each child's musical preferences.

Scenario:

Ms Jean's class is actively engaged in a variety of typical preschool activities. Some children in the dramatic play center are role-playing a family preparing for dinner. Boys and girls are building in the block area, and two children are at the water table filled with wheat along with the usual utensils found in the table (e.g., containers, lids, spoons, funnels, sieves). Nina finishes her pretend meal and uses the bottom of the play skillet and a spoon to call the family to the table. Ms. Jean becomes aware that Nina is banging loudly but rhythmically. Ms. Jean comments on her pattern and volume and asks if Nina can mimic a pattern she creates, using different utensils. The children in the block corner notice the activity and join in the group tapping their blocks together. Sally presses a button on her

communication device to produce beeping sounds that keep time with the rhythm. Ms. Jean moves to the water table filled with wheat and asks the children to figure out how they might use those items in the table to create the same rhythmic pattern that is happening in other areas. The children fill their containers with the wheat and use them as shakers to join in the music.

Later in the morning, Ms. Jean invites the children to bring their self discovered instruments to the circle and directs the discussion using words like loud and soft, fast and slow, high and low. At the end of the discussion, She comments on their new-found instruments and the way they created music. She encourages the children to put their instruments away in each area.

Domains:**Social/Emotional:**

- Preferences for different sounds.
- Creates and shares sounds.
- Cooperates with friends.

Physical:

- Uses body actions (large and small muscle movements) to make sounds. Uses fine motor skills to pick up wheat

Cognitive:

- Creates rhythmic patterns.
- Repetition and creative deviations of sound and sound patterns.

Self-help:

- Cleans up materials.

Early Learning Guideline: Music 2

Children Produce Vocal/Instrumental Music And Rhythmic Movements Spontaneously And In Imitation

You may see the child begin to:

- Hum or sing familiar/original lullaby while rocking a doll.
- Produce rhythmic patterns to familiar songs.
- Create own alternate pattern/action for a finger play or a familiar song.
- Spontaneously explore sounds produced by striking a variety of materials (e.g., pots and pans, wooden spoons, measuring cups, wooden blocks).
- Hum, sing along or move their bodies to tunes playing in their environment.
- Sing favorite songs from memory.
- Follow repetitive patterns of movements (e.g. clapping, marching, and stomping).

A child can be supported by an adult who:

- Encourage children to create music by using voices, instruments and other sound sources.
- Is positively involved as the child experiments and discovers music.
- Identifies natural rhythm in the classroom or play area (e.g., clocks, squeaks, drips, bouncing balls, swaying trees).
- Claps rhythmic patterns to names, poems, and nursery rhymes and has child repeat them or do them together.
- Uses body actions to music (e.g., *Head, Shoulders, Knees, and Toes*).

Scenario:

Tom, Madison, and Caesar are at the music center. It is equipped with simple, homemade instruments (e.g., foil pan tambourines, oat meal box drums, wooden sandpaper blocks, rubber band guitars). They each choose an instrument and begin to play it. Tom makes his choice by pointing to a photo of a tambourine in his communication book. Ms. Smith approaches and asks if she can join their band. They agree, and they play together for a short time, trying different instruments even trading with each other. Ms. Smith notices that Tom is creating a particular rhythmic pattern. She asks Madison and Caesar if they think they can play the same pattern

on their instruments. She joins them as they try to imitate Tom's rhythm pattern. They take turns being the "leader," having the others imitate them.

Domains:

Social/Emotional:

- Shares and cooperates with others.
- Expresses emotions through music

Physical:

- Uses gross and fine motor skills.
- Improves coordination.

Cognitive:

- Experiments with a variety of sounds.
- Imitates rhythmic patterns.

Self-help:

- Practices guidelines for use of instruments established by the teacher/adult.

Early Learning Guideline: Music 3

Children Begin to Differentiate Variations in Tempo, Dynamics, and Types of Sounds Made by Different Classes of Instruments (Percussion, Wind, and String)

You may see the child begin to:

- Play classroom instruments.
- Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.
- Moderate vocalizations to tempo and dynamics of music.
- Choose real or improvised instruments to play along with instrument heard.
- Distinguish among the sounds of several common instruments.
- Follow symbols that represent musical notes (color-coded xylophone).
- Invent symbols that represent vocal and instrumental sounds, and musical ideas.

A child can be supported by an adult who:

- If not musically inclined, arranges for another person to assist or uses records, tapes or CDs rather than eliminate music from the daily curriculum. The voice is an important musical instrument and an ordinary voice is all that is necessary—enthusiasm is what makes the difference.
- Builds a strong and varied repertoire of songs, rhythms, finger plays, poetry, and movement exercises.
- Realizes that music evokes emotions and uses different types of music to help children express their feelings.
- Over a period of time, teaches about the three groups of instruments (e.g., woodwinds, percussion, and string).
- Provides props that encourage rhythm and music (e.g., blocks, sticks, coconut shells, shakers, bells).
- Provides a music center that allows children to independently explore a variety of musical activities.

Scenario:

Mrs. Leslie started a “sound table” with a few small boxes and an assortment of objects such as buttons and paper clips. Children were

encouraged to bring objects they found elsewhere in the room (e.g., beads, small blocks) and outdoors (e.g., rocks, wood chips, gravel) to add to the collection. The teacher helped Tony, who has a severe visual impairment, find things to bring to the table by letting him feel things around the room. Peers helped Tony find things for the table by helping him feel things outside during recess. Mrs. Leslie labeled all objects and materials. From time to time, Mrs. Leslie added new materials including wheat, marbles, tiny balls, and boxes of varied sizes from band-aid boxes to coffee cans. By encouraging different combinations of boxes and objects, Mrs. Leslie observed the children becoming more aware of sound and more interested in exploring the sound-making possibilities of the self-made music instruments.

Domains:

Social/Emotional:

- Finds and shares objects for the sound table.
- Works together to create various sounds

Physical:

- Uses small muscles.
- Uses gross motor skills if the children create a marching band.

Cognitive:

- Chooses and discriminates sounds made by various objects.

Self-help:

- Finds objects and creates own instrument.

Early Learning Guideline: Drama 1

Children show early appreciation and awareness of drama through observation and imitation and by participating in simple dramatic plots, assuming roles related to their life experiences. Drama is one of the primary ways children learn about life...about actions and consequences, about customs and beliefs, about others and themselves. Young children enjoy telling stories through action, dialogue, or both.

You may see the child begin to:

- Perform simple actions with people or toys.
- Imitate real life experiences (pretend to prepare meals, become another character or give a baby doll a shot).
- Talk on the telephone.
- Use dolls and other objects to act out ideas, experiences and express feelings.
- Pantomime emotions.
- Experiment by dressing in a variety of clothes.
- Observe informal and formal performances.
- Talk on telephone and imitating the language and expression of others

A child can be supported by an adult who:

- Provides props that inspire pretend play.
- Values and allows time for dramatic play.
- Participates in and encourage children's dramatic play.
- Uses role-play to help children work through emotions.
- Allows children opportunities and materials to try on a variety of adult roles (both male and female).
- Provides props that reflect a variety of cultural, family, and ethnic backgrounds.
- Provides props that represent abilities (wheelchairs, crutches, and Braille books).

Scenario:

Domains:

Early Learning Guideline: Drama 2

Children create and direct complex scenarios based on individual and group experiences. Drama offers a challenge for children to work together to negotiate their play ideas. It offers opportunity to communicate ideas and feelings. It allows children to create situations, arrange environments to bring their drama to life, assume roles, to direct others and to be directed.

You may see the child begin to:

- Assign roles to others.
- Negotiate roles and plots.
- Making and gathering props.
- Don costumes.
- Act out or replay a personalized experience.

A child can be supported by an adult who:

- Provides puppets and props and that encourages children to role-play stories and experiences.
- Involve children in creating and gathering props.
- Allows children to use entire classroom environment for dramatic play.
- Support, assist, and facilitate children's drama.
- Intervenes to maintain an anti-bias environment.
- A child can be supported by an adult who: add reads or tells stories to stimulate dramatic play

Scenario:

Domains:

Early Learning Guideline: Drama 3

Children role play stories in books, poems, and simple imaginary themes using elements of drama including character, place, theme, or idea.

You may see the child begin to:

- recall elements of the story or situation e.g. sequence of events, characters, settings
- use different voices to portray different characters
- use props or objects in an imaginative way or to signify place e.g. using a row of chairs to signify a bus
- play for extended periods in an in-depth way
- play and replay the same situation with more detail or extended events

A child can be supported by an adult who:

- uses questioning strategies to extend detail or depth in children's dramatic play
- suggests additional props or situations to extend play
- encourages extended play through verbal affirmations
- helps children find additional story ideas through providing rich literature and life experiences
- encourages children to re-enact real life roles and situations e.g. baker, nurse
- helps children notice roles/uniforms/daily activities in real life situations

Scenario:

Domains:

Language and Literacy

Basic Assumptions

- Adults who live and interact regularly with children can profoundly influence the quality and quantity of the child's language and literacy experiences.
[National Research Council, 1998]
- The quality of children's language environment will have a direct effect on their language development.
[McLean, J. & Snyder-McLean, L., 1999 How Children Learn Language]
- Children learn language by observing and interacting with their communicative partners in social settings.
[McLean, J. & Snyder-McLean, L., 1999 How Children Learn Language]
- Speaking and listening are the foundation skills for reading and writing.
[National Center on Education and the Economy, 2001]
- Reading, writing, speaking, listening, and thinking develop simultaneously as learners grow into literacy.
[McCarrier, A. Pinnell, G., & Fountas, I., 2000; International Reading Association (IRA)/National Association for the Education of Young People (NAEYC) 1998; National Research Council, 1999]
- Reading and writing for meaning are paramount.
[Ministry of Education, 1996; International Reading Association (IRA)/National Association for the Education of Young People (NAEYC), 1998; Bredekamp, S. & Copple, C., (Eds.), 1997; National Research Council, 1999]
- A strong basis in a first language promotes school achievement in a second language.

[Neuman, S.B., Copple, C., & Bredekamp, S., (Eds.), 1999]

- Reading and writing are inseparable processes.
[Ministry of Education, 1996; McCarrier, A. Pinnell, G., & Fountas, I., 2000; National Research Council, 1999]
- Children learn to read and write by reading and writing many different kinds of text.
[Ministry of Education, 1996; McCarrier, A. Pinnell, G., & Fountas, I., 2000; International Reading Association (IRA)/National Association for the Education of Young People (NAEYC), 1998]
- Good first teaching is essential for continuing success in reading and writing.
[Ministry of Education, 1996; International Reading Association (IRA)/National Association for the Education of Young People (NAEYC) 1998; Bredekamp, S. & Copple, C., (Eds.), 1997; National Research Council, 1999]

Early Learning Guideline: Receptive Language

Receptive language is our understanding of the vocabulary and sentence structures of our language. Young children need an environment filled with rich language and many opportunities to hear language and use language being a variety of purposes. The best preparation in the early years is to expose the child to a broad range of experiences and help them to anticipate, participate, and recall what is experienced with as much verbal and written language as the child is developmentally able to absorb. The more the child enters into the exchange of information around what is seen, heard, and experienced, the better able the child is to acquire the concepts and language that contribute to learning to read.

You may see the child begin to:

- understands concepts such as: in/on same,/not the same, top/bottom, over/under, on/off, middle, between, etc.
- follow one and two-step directions
- Follow two and three step directions with cues and help
- sit and listen for increasing lengths of time
- Begin to solve simple problems
- Begin to-understand actions and feelings
- Begin to match, point to and label colors and shapes
- understand different outcomes and character roles in stories

A child can be supported by an adult who:

- Reads to and with the child on a daily basis in a way that makes the child become an active participant
- Talks with child before, during, and after daily routines, activities, and events.
- Gives child opportunities to play board games, cards, and action games.
- Responds with scaffolding techniques (providing support necessary to a child to accomplish a new or complex task).

Scenario:

Adult reads a story like "*The Little Old Lady Who Wasn't Afraid of Anything; Brown Bear, Brown Bear; The Doorbell Rang; or Clap Your Hands* with lots of expression, props and interaction with the children. When the adult uses expression and animation, children understand the story better and develop

vocabulary more readily. Involving the children in the story helps them attend and interact with the reading process. Rereading the same story many times helps children develop pre-reading skills.

As the adult reads the story, children participate by acting out each action of the story and repeating the different sounds in the story; such as wiggle, wiggle for the pants or stomp, stomp for the feet. Props can be added and roles assigned during additional readings. Props can be assembled on a coat rack to make a real scarecrow. Pictures of the props could be used also. Props that are used can be also used in other areas of the environment. The story can be performed for family or other groups

Domains:

Early Learning Guideline: Expressive Language

Expressive language is our ability to use language for many purposes to communicate our needs, desires, and thoughts. Children learn when they talk out loud. The ability to use the full array of language skills for expression and interpretation is strongly influenced by children's experiences and environment. Young children use words to help adults and others to understand their needs, ask questions, express feelings, and solve problems. In building a foundation for speaking for a variety of purposes, young children need many opportunities to formulate language rules and communicate their ideas to adults and children. Adults help children develop expressive language by caring about the child's self-esteem, responding to information, questions, requests, and interests

You may see the child begin to:

- increase vocabulary-on a steady basis.
- use simple sentences to express wants and needs
- Use increasingly longer sentences.
- Use communication skills such as turn taking, listening, staying on topic, making eye contact, modulating tone of voice, and using body language/gestures with increasing competency and practice.
- Use pronouns correctly with increasing frequency.
- Use more accurate pronunciation to be understood by an increasing variety of listeners. (Articulation [how words are pronounced] develops over a long period of time – until age of 8
- Participate in finger plays, rhymes, and simple songs that are repetitive.
- Relates a story or event with increasing detail and coherence

A child can be supported by an adult who:

- Listens and provides a friendly, nurturing, familiar and stimulating environment
- talks with and listens to child, frequently encouraging the sharing of experiences and ideas. -Makes literacy tools available throughout the environment: such as tablets, pencils, staplers, newspapers, magazines, markers, tape, etc.
- provides a print-rich environment – bulletin boards that they create, provides opportunities for social interaction and communication with other children, keep questions to a minimum/use conversation

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starters such as: I wonder what is going on there. It looks like he is happy,

- Limits negative directives such as “stop that, don’t, no”
- uses positive directives and provides choices such as: would you like to play with puzzle or throw the ball. This strategy gives the child a choice and uses more words
- provides alternate ways for children with limited verbal skills to communicate (sign language, communication devices, computer board, communication books)

Scenario:

The adult observes child playing with a Fisher Price farm set. The adult approaches the child and sits down. Child moves cow from inside to outside of the barn.

Adult says, “I see the cow outside the barn.”

Child says, “the sheep is inside the barn.”

Adult says, “Yes he is inside the barn, I wonder where the other animals are.”

Child says, “the pigs are over here in the fence and the chicken is hiding.”

The adult says, “Is the chicken hiding? I didn’t know that chickens could hide.”

Child says, “they can, I put this over them” and shows adult the chicken under a small sock.

The adult says, “maybe the chicken doesn’t feel safe. Does he have a special place to be safe”?

Child: “yes up here away from the other animals”.

Adult: that looks like a good place – that is called the loft”.

Domains:

Social/Emotional:

- children can communicate, make friends, use words to create, express, ask questions, etc.

Physical:

Cognitive:

- cognitive skills are strengthened by communication skills

Self-help:

- can get own needs met

Early Learning Guideline: Phonological Awareness

Phonological Awareness is the conscious awareness of sound structure of language and the ability to manipulate syllables and sounds of speech, including rhyming, alliteration, blending, and segmenting.

Adults need to be intentional about drawing attention to the sounds and syllables of spoken words through word play activities such as rhyming, focusing on beginning sounds of words (alliteration), blending sounds together to make words, and segmenting or pulling words apart into syllables and sounds.

You may see the child begin to:

- imitate rhyming patterns in songs, finger plays and rhymes
- fill in missing words to known songs, rhymes, finger plays
- identify pictures or words that rhyme
- Produce words that rhyme.
- Blend words into a sentence
- blend beginning sound with rest of word (f-ish),
- blend words with three sounds (s-u-n),
- segment (*separate*) sentences into words, and words into syllables
- identify the number of syllables in a word
- segment words into sounds
- recognize that a person's name begins with same sound as one's own name or another word
- play with sounds of words – use words starting with same sounds, use string of words beginning with same sound –(tiptoe with Tim through the tulips),
- match words or items that begin with same sound
- identify words that begin with same sound

A child can be supported by an adult who:

- Provides opportunities for the child to experiment and play with the sounds words make through songs, rhymes, nonsense words, alliterations and music (e.g., clapping out the syllables of names or words).
- When reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme

- Provides an environment which includes rhythm instruments, children's music and movement tapes, and a center where children may listen to a variety of story and sound tapes

Scenario:

Bobby is in the book area.

Miss Robin says, "Hmm, Bobby. Books. I think 'book' starts with the same sound as your name, 'Bobby'."

Bobby says, "My name starts with /b/."

Miss Robin responds, "Yes, Bobby starts with /b/, and book starts with /b/. I wonder what else starts with /b/." Miss Robin looks around, pauses and then says "Hmm, bird starts with /b/".

Bobby says, "My body starts with /b/."

"Yes," says Miss Robin. "Let's look around and see what else we can find."

Mike joins the activity and finds a ball. The teacher smiles and Mike says "/b/, ball".

"Yes, that is great," says Miss Robin. "What a fun game! Mike what sound does your name start with?"

"Mmm- /m/," says Mike.

Miss Robin continues to focus on beginning sounds with other children until they are not interested or as time allows.

Domains:

Early Learning Guideline: Print Awareness

Print awareness occurs as children acquire an understanding that print carries a message through symbols and words. This understanding leads to the acquisition of the alphabetic principle (making the connection between sounds and letters). Children acquire these skills when given multiple and active exposures and experiences with literacy events (such as reading and talking about books and participating in writing opportunities) in print rich environments. Adults provide these experiences in a playful manner with real (authentic) activities reflecting everyday life.

You may see the child begin to:

- Hold the book right side up and turn the pages
- Identify pictures and words on a page
- Read familiar signs and words seen in the environment (stop sign, exit sign)
- Listen with interest to stories read aloud
- Recognize own printed name
- Discuss pictures in favorite books and tell about what's happening
- "Read" a book using the pictures
- "Read" familiar books (from memory)
- Understand that the words in books tell a story
- know where to begin to read by pointing to the first word
- Start pointing to individual words in familiar text
- Use left to right sweep when following words in a book
- Use print to word match (one-to-one word correspondence while "reading")
- Sing the "alphabet" song
- Start learning letter names
- Become familiar with sounds that letters make
- Select books of interest
- Ask questions and make comments about the story being read, and relating the events in the book to real life experiences
- Use pictures in a story to predict what will happen
- Use play or drawings to retell a story

A child can be supported by an adult who:

- Provides the child with many kinds of books and printed materials, such as information books (non-fiction), stories, poetry, alphabet and counting books, and wordless picture books.
- Intentionally points out print in the environment (such as billboards, store fronts, cereal boxes, grocery lists, TV guide, games)
- Models reading and writing for many different purposes (grocery lists, to do lists, mail, notes, birthday cards, etc.)
- Encourages the child to discuss what is read.
- Reads to child everyday in such a way that the child can look at the pictures, talk about all aspects of meaning, and become familiar with the print.
- Reads the same book many, many times
- Supports, encourages, and acknowledges the child's attempts to read.
- Points out individual words and letters as the opportunity arises
- Provides opportunity to become familiar with letter names and sounds, (such as magnetic letters on the refrigerator)
- Draws attention to the relationship between letters and words
- Reads alphabet books
- Uses the child's written name throughout the environment
- Matches sounds with printed letters beginning with letters in the child's name
- Encourages the child to be a print detective in figuring out print or words using their knowledge of letters and print
- Helps the child figure out (recognize) similarities and differences in letter formation
- Plays games that involve opportunities to match and identify letters and *words*
- Draws attention to the relationship between pictures and words
- Demonstrates that letters grouped together make words as they read or write a story, a label, a sign, a note, etc.
- Models finding, organizing and using information from books and other print materials
- Observes and supports a child's interest through print related materials
- Takes the child to the library and shows them how and where to find materials

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- Maintains a comfortable, cozy place where the child can read alone, with an adult or a friend
- asks questions to help initiate thinking about the story while reading with a child (such as the plot, character, setting, etc.)
- Provides opportunities for the child to respond to stories in a variety of ways (such as acting, talking, drawing, dancing, writing, etc.)
- Uses non-English stories and books to support a child who's first language is not English and to expose children to different languages
- Provides many activities to foster the development of fine motor skills and strengths (such as finger plays, play dough, cutting, stringing beads, lacing, manipulating small items, puzzles, Legos, etc.)
- Uses storytelling to encourage the use of new and interesting words

Scenario:

The children have been discussing food, food preparation, and a variety of places to eat. They have been listening to and reading stories about restaurants.

Sara, Nigel, and Tim are playing in the dramatic play area

Domains:

Early Learning Guideline: Print Development

The writing process begins early in a child's development with their attempts and approximations at writing (often considered "just scribbles" by adults.) These early scribbles are an important and vital step in the print development process. Children often mix pictures and print to express their ideas. Children's acquisition of writing typically follows a sequence of stages. Individual children will become writers at different rates.

Print Development Stages:

Writes using scribble-like markings

Writes using individual letter-like marks or mock letters

Writes using recognizable, random letter strings

Writes using semi phonetic spellings

Writes using phonetic spellings

Learning to write involves much more than learning to form alphabet letters. It involves understanding that print has a purpose, provides meaning, and is recognized in a variety of ways. Adults who give encouragement and positive feedback and access to a wide variety of writing materials are critical for children to acquire a sense of being a writer.

You may see the child begin to:

- Understand that thoughts and ideas can be written down
- Understand that print holds meaning
- Experiment with a variety of writing tools including pencils, crayons, chalk, markers, pens, paints, sand, sky writing
- Try to hold the pencil in the way they see adults do it (developing motor planning)
- Exhibit writing conventions such as writing left to right and from top to bottom
- Hold the writing tools in "progressively refined" ways moving from a grasp to a correct pencil grip
- Communicate meaning at an individual level of development (i.e. Draw, scribble, mock letters, random letters, semi-phonetic and phonetic writing)
- Explain orally (i.e. "reads") their writings
- Dictate and narrate something for an adult to write
- Show interest in writing when given the time, place and materials
- Write name and other familiar words

- Write for a variety of purposes such as grocery list, to-do list, messages, labels signs, cards, etc.
- Uses writing to tell someone what to do (such as giving directions or sending messages)

A child can be supported by an adult who:

- Provides the child with a variety of writing materials (crayons, chalk, paint, markers, sand, pudding, whipped cream, pencils or rubber stamps)
- Provides daily opportunities to write at their development level
- Provides daily models of writing and discusses writing conventions (top to bottom, left to right, sound associations)
- Provides literacy rich environments that allow real opportunities for writing (books, posters, charts, displays of student writing)
- Models the writing process through adult-led language experience and shared writing
- Intentionally asks child to “lead” their writing (scribble, letter opportunities, etc.)
- Prompts child to “tell me more” to encourage extensions of the child’s original writing
- Integrates writing throughout the day
- Observes children’s writing to guide future activities
- Provides opportunities to copy environmental print in writing activities
- Supports the child’s attempts to write, focusing on the sounds in words

Scenario:

The children at Jamie’s Group Home visited the wildlife shelter to see the rescued baby forest animals. Before they went on the trip, they read books about forest animals, and what they might see there. They also talked about questions to ask the park ranger. While there, Jamie makes sure they notice the signs on the fences and even tries to have the children read the signs. Shawn, the ranger lady, explains about the animals, how they came to the rescue center, how they are being cared for, what they eat, and how they will be able to return to their homes in the forest. She also talks about how the animals are the same, how they are different, and answers the children’s questions. The children take notes (i.e., pictures, scribbles,) on their clipboards.

When they return, they make a list of all the things they saw, and Jamie writes them all down on a big piece of paper. On their own paper, the children draw a picture and write or narrate a story about their experience at the wildlife shelter. Later, Jamie talks to each child about their picture and story, and the children read them back to her. She puts them together into a class book on "Our Visit to the Wildlife Shelter."

Domains:**Social/Emotional:**

- Plays and works cooperatively.
- Demonstrates comfort with self and own skills and abilities.

Physical:

- Develops fine motor control.

Cognitive:

- Recognizes the association between spoken and written words.
- Assumes a pretend role in make-believe play.
- The child can determine what is important in an experience and relate it to information he has received in the past.

Self-help:

- Gains ability to be self-directed.
- Uses materials purposely and appropriately.

Mathematics and Numeracy

The foundation for children's mathematical development is established in the earliest years. Mathematics learning builds on the curiosity and enthusiasm of children and grows naturally from their experiences. Mathematics at this age, if appropriately connected to a child's world, is more than "getting ready" for school or accelerating them into elementary arithmetic. Appropriate mathematical experiences challenge young children to explore ideas related to numeracy relationships, counting, sorting, classifying, and comparing objects, patterns and relationships, common geometric shapes and directional words, measurement, and problem solving.

Taken from MCTN Standards

Early Learning Guideline: Numeracy Relationships

Developing number relationships means more than merely counting. It involves the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children need:

- *To learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community & nature).*
- *To have hands-on opportunities to watch, play and interact with adults and other children to learn number vocabulary.*
- *To experience, discover, and explore number relationships.*

You may see the child begin to:

- Use the names for numbers.
- Understand that numbers always represent the same quantity (e.g., five objects are still five objects whether they are arranged in a vertical or horizontal arrangement) regardless of the order or physical arrangement of the objects counted.
- Use concepts for first and last.
- Count series of objects in a group and tell the number (e.g., show me 5 beads).
- Demonstrate knowledge of quantity and some of the comparisons of quantity (e.g., use word concepts such as: big, little, equal to, all, some, none, fewer, more, less).
- Explore the steps from inventive to accurate counting (e.g., Inventive – 1,3,4,5 to accurate counting – 1,2,3,4,5) onto recognizing and matching number symbols with the appropriate amounts.

A child can be supported by an adult who:

- Counts real things to help the child use personal experiences with objects to better understand numbers.
- Provides daily opportunities for the child to practice counting as opportunities naturally arise, points to the object, and recites each number while counting.
- Provides objects with naturally occurring number words such as clocks, timers, calendars, thermometers, computers, calculators, measuring cups).
- Uses number words and numerals, including zero, in meaningful everyday activities.
- Points out that counting lets the child know how many things are in a group.

honeycombs. At the end of the tour, the children are each given their own bottle of honey. After returning, the children have a snack of crackers and honey. The adult has the children count a certain number of crackers and then the children squeeze 5 drops of honey on each cracker. Mrs. Linn demonstrates this activity and assists the children in selecting the food by modeling and counting with them. The children make and eat their snacks. Mrs. Linn and the children talk about healthy snack food.

Mrs. Linn and the children go for a walk outside. The children first look for bugs. Next, they look for birds. Then listen for different sounds. They make graph when they get back to school and compare the things they saw and heard.

Mrs. Linn reads the story “Buzz, Buzz, Buzz,” went the Bumblebee by Colin West. This is a story about a buzzing bumblebee that bothers everyone! All the animals tell him to “Buzz Off!” except the butterfly that becomes his friend. The children count the number of animals that did not want to be the bee’s friend. Mrs. Linn and the children discuss what a good friend is. Other books that are read to the children are: The Happy Bee by Ian Beck – this book helps children with opposites and the weather; The Honeybee and the Robber by Eric Carle – this is a moving picture book about bees and making honey.

As a home connection activity, Mrs. Linn does an activity called “The Counting Bag.” A backpack is sent home with a different child each day. The students are invited to bring it back filled with objects for the class to count. The next day, the designated child removes the objects and counts them aloud for the class. Mrs. Linn prints the sentence strips to correspond with the number of objects the child brings. For example, Kelly brought six (6) small dolls. Joe brought five (5) blue cars. The objects and sentence strips are near the pocket chart for children to count and read during free time.

Domains:**Social/Emotional:**

- Supports group activity.
- Practices paying attention and taking turns.
- Provides opportunity for dramatization.
- Encourages rhyming activities, which children enjoy.

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- Provides opportunity to follow directions.
- Interacts with adult.
- Experiences cooperation.
- Promotes self-esteem by doing grown-up things.

Physical:

- Uses large and small muscles.
- Develops motor control.

Cognitive:

- Learns number sense through measuring, counting, and comparing bigger and smaller.
- Develops motor control.

Self-help:

- Gains knowledge of snack foods that are healthy and healthy food helps them grow.
- Picks up and cleans up with others.

Communication/Literacy:

- Promotes communication by sharing with others a representation of what was done.
- Learns to act out verbal and nonverbal communication.
- Develops communication skills through conversation.
- Extends vocabulary, exchanges information with others.

Early Learning Guideline: Counting, Sorting, Classifying, and Comparing Objects

In building the foundation for mathematical concepts, children need opportunities to observe adults and peers applying mathematical skills and using problem-solving techniques. Children need:

- *Hands-on opportunities to count, sort, compare objects, and describe their thinking and observations in everyday situations*
- *Mathematical concepts should be integrated into children's play (e.g., counting, sorting, and/or classifying socks while helping with family laundry)*
- *Examples of adults modeling the "adding to" and "taking away" of objects (e.g., five little monkeys song with hand movements)*

You may see the child begin to:

- Experience one-to-one correspondence (e.g., 5 cups for 5 people at the table)
- Understand the concepts of same, equal, one more, or less than
- Explore the use and meaning of currency and coins
- Attach meaning to visual and verbal uses of numbers (e.g., counts on fingers)
- Count objects, sort, organize, and compare groups of objects
- Develop estimation skills related to quantity (e.g., how many marbles will fit in the jar)
- Model situations that involve the "adding to" and taking away" using objects, pictures, and symbols
- Seek help from peers or adults in solving a problem

A child can be supported by an adult who:

- Provides a variety of objects that work together in a 1:1 relationship (e.g., markers with caps, cars with garages, containers with lids)
- Ask the child to pass out utensils, napkins, and cups for snack/meal time
- Engage in conversations with the child about quantity and comparisons as the child interacts with materials throughout the day (e.g., find the two brown socks that go together)
- Provides for a variety of materials that may be used for adding and taking away

- Poses questions that ask the child to make guesses and predictions (e.g., “How many do you think you have?”)
- Provides planned opportunities for a child to write numerals with different materials (e.g., chalk, crayons, pencil)
- Provides opportunities to integrate science and math (e.g., “Which sponge is bigger? A wet one or a dry one? What did you find out?”)
- Offers encouragement that is focused on the activity in which the child is engaged (e.g., “You worked hard at sorting the socks”).

Scenario:

Mary is a kindergarten teacher. She has asked her class of 25 to each bring in one piece of fruit. The students will first sort the fruit according to types. Upon completing this, they can now make a class graph of the fruit by counting, comparing, and classifying each piece.

Domains:**Social/Emotional:**

- Provides a group experience
- Provides opportunity to follow directions

Physical:

- Uses gross motor control by moving around the room

Cognitive:

- Develop sorting and counting skills

Self-help:

- Remembering to bring a piece of fruit to school

Communication/literacy:

- Learns to explain the outcomes of a graph
- Can explain to the rest of the class where their fruit is to be placed on the graph

Early Learning Guideline: Measurement Relationships

As children begin to use actual measurement instruments and explore measurement relationships, they develop a sense of measurement.

Children need:

- *To explore and discover the concepts of measurement to include the characteristics of length, quantity, volume, distance, weight, area and time*
(source: www.standards.nctm.org/document/chapter4/meas.htm).
- *To apply the results to real life situations in order to construct concepts of measurement.*

You may see the child begin to:

- Estimate quantity, distance, weight, and length of familiar objects (e.g., temperature of room, weight of a gallon of milk).
- Use familiar objects as measuring devices (e.g., finger width, arms length, foot length, string, paper clips).
- Use appropriate language to discuss activity (e.g., will use hot or cold when speaking about temperature related to weather, or heavy and light to describe weight).
- Recognize time as a sequence of event that relate to daily life (e.g., in the morning, after snack).
- Become aware of and begin to use (regardless of accuracy) the conventional language of measurement (e.g., inch, mile, hour, degrees, cup, and gallon).
- Show an increasing awareness of conventional measurement tools and methods (e.g., tapes, rulers, clocks, and scales).
- Realize some activities take longer than others (e.g., an hour, day, week, and month).

A child can be supported by an adult who:

- Provides a variety of measuring tools and time-related instruments (e.g., rulers, measuring tapes, measuring cups and spoons, clocks, and scales).
- Includes charts and posters with measurement language (e.g., growth charts, picture graphs that display how many children can be in an area).
- Provides opportunities for the child to experiment with measuring (e.g., sand and water table, snack time, art projects).

- Introduces general concepts of time (e.g. yesterday, today, tomorrow, morning-afternoon-evening) before discussing specific concepts like hours and minutes.
- Talks about measurement concepts during every day activities (e.g., "It's hot in here today." "Your cup to almost full." "Will this container be big enough to hold the blocks?")
- Encourages the child to practice measuring with non-standard or arbitrary units of measure (e.g., whole body, hands, paper clips, blocks, feet).
- Talks about general concepts of time using clocks and calendars (e.g., mark off days on monthly calendars until child's birthday).
- Talks about time and sequence during daily activities (e.g., wake-up, eat breakfast, brush teeth, get dressed).

Scenario:

Mary read *The Gingerbread Man* to her son, Jimmy. After reading *The Gingerbread Man*, they make gingerbread cookies. Jimmy assists by measuring, stirring, rolling, cutting, decorating, and eating the cookies. Jimmy experienced some difficulty when rolling the dough. Mary helped him with hand-over-hand assistance so that he could roll out the dough and cut the cookies. Mary asks Jimmy to retell the story of *The Gingerbread Man* before bedtime.

Domains:

Social/Emotional:

- Interacts with adult and promotes self-esteem by doing grown-up things.
- Takes turns and experiences cooperation.
- Practices manners.

Physical:

- Practices following directions.
- Practices doing activities in sequential order.
- Measures and notes changes.
- Uses senses of smell, touch, taste, and sight.

Cognitive:

- Performs motor skills including rolling, cutting, and decorating cookies.
- Practices eye-hand coordination.

Self-help:

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- Learns good hygiene such as hand washing, cleaning utensils, and putting them away.
- Assists with cleaning the floor.

Communication/Literacy:

- Talks about the story and making cookies.
- Provides opportunity to retell the story.

Early Learning Guideline: Common Geometric Shapes and Directional Words

Children learn to recognize, draw, and describe shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning as they become aware of their bodies and personal space within their physical environment.

Children need:

- *To build the foundation for recognizing shapes and directional words*
- *To have opportunities to explore the size, shape, position, and movement of objects within their physical environment*
- *To describe the position direction and distance of objects in relation to themselves*

You may see the child begin to:

- See space and size relationships (e.g., putting puzzles together).
- Recognize, describe, and name shapes (e.g., circles, triangles, rectangles, squares).
- Use words that indicate where things are in space (e.g., beside, insides, behind, above, below, here, there, in, out, over, under, next to, near, far).
- Explore geometric shapes (e.g., cutting circles, triangles, diamonds, or rectangles out of play dough).
- Notice differences and begin to identify, describe, model, draw, and classify geometric shapes (e.g., using string to create geometric shapes in a group or by self, also creating shapes by using their own bodies).
- Recognize geometric shapes in the environment (e.g., playing 'I spy' by finding different shapes).
- Begin mapping skills by using boxes, and other materials to recreate their surroundings.

A child can be supported by an adult who:

- Encourage the child to explore materials, nature, and the environment (two and three dimensional objects) through movement and hands-on experience.
- Enables the child to have a wide variety of gross motor movement in open spaces both indoors and outdoors (e.g., walking, crawling, skipping, hopping, jumping).

- Provides materials in a variety of shapes and size to create and represent shapes (e.g., paper, pipe cleaners, play dough, scissors, tape, wood).
- Provides a variety of geometric materials (e.g., unit blocks, variety of colored and patterned shaped blocks, stencils, objects and materials in nature such as leaves, rocks, bubbles, and snowflakes).
- Uses and encourages the child to use language and physical gestures to demonstrate directional words with people and things in the environment (e.g., using directional words like: beside, inside, behind, above, below, here, there, in, out, over, under, next to, near, far).
- Names and calls attention to shapes naturally apparent in the environment (e.g., shapes such as spider webs, leaves, rainbows, wheels on car).
- Provides space and hands-on materials for creating landscapes (e.g., train tracks, houses, roadways).

Scenario:

A theme about shapes emerged at ABC Preschool. The children used play dough to roll out circle, square, and triangle shapes. Mrs. Jackson placed three boxes around the room, each labeled with a different shape. After all the children placed their shapes in the boxes, Mrs. Jackson asked the children to put the shapes in and out, over and under, beside and behind, or above and below the boxes. Grace did not understand the concepts of above and below as explained by Mrs. Jackson. Mrs. Jackson showed Grace a picture card of a child putting a hat on the shelf above the coat in the closet. She also demonstrated putting the triangle above the box with the other triangles and then below the box. The children also played a game to find “hidden” circles, squares, and triangles that are turned different ways or have odd shapes. Using cards with geometric shapes cut out of sand paper glued to them, the children put a piece of paper over them and colored with a crayon to get the outline of the shape. These cards can also be used for visually impaired students to give them an opportunity to “feel” the shapes. During snack time, the children cut geometric shapes from jello jigglers. After snack time, the children took a walk around the neighborhood identifying shapes they see in their environment such as the sun (circle), house (rectangle), and garage (square).

Domains:

Social/Emotional:

- Learn to take turns.
- Practices self-direction in use of materials.
- Interacts with other children and adults.

Physical:

- Freedom to move about.
- Rolls out play dough.
- Stops and starts.
- Motor control and balance.
- Walking in a line.

Cognitive:

- Uses materials for investigation.
- Organizes and classifies objects.
- Learns spatial concepts and shapes.

Self-help:

- Picks up and cleans up with others.

Communication/Literacy:

- Uses vocabulary that indicates understanding of spatial concepts and shapes.

Early Learning Guideline: Patterns and Relationships

Children need to learn to identify and describe patterns using mathematical language when there are opportunities to sort, classify, and label things in their environment. Children need:

- *Hands-on activities to explore and describe patterns and relationships involving numbers, shapes, data, and graphs in problem-solving situations*
- *To explore environments that are rich in shapes, sizes, colors, and textures*

You may see the child begin to:

- Reproduce patterns of sounds and movements (e.g., clap, stomp, clap).
- Recognize simple patterns of concrete objects (e.g., look at beads that are strung yellow, blue, yellow, blue and identify the pattern).
- Reproduce simple patterns of concrete objects (e.g., string beads yellow, blue, yellow, blue).
- Predict what comes next when simple patterns are extended.
- Explore attributes of objects and begin to sort by similar traits such as shape, color, size, or function (e.g., various sizes and shapes of colored buttons).
- Recognize objects arranged in a series and begin to place objects in order through trial and error (e.g., patterning blocks, by using two long blocks, one short block, two long blocks, one short block).
- Describe sequence of events and objects (e.g., building a snowperson – first, form a large ball to put on the bottom, second, form a medium ball and put in the middle, and third, form a small ball and place on top).
- Charting and graphing as a way of collecting, organizing, recording, and describing information.
- Recognize and understand and explain what a graph shows (e.g., how many children have pants and how many children have shorts?).
- Identify shapes (e.g., square, triangle, circle, diamond, and oval).

A child can be supported by an adult who:

- Supplies a variety of materials for sorting and classifying: shells, keys, cereal, pebbles, bottle caps, nuts and bolts.

- Provides items such as keys, bread tabs, beads to be sorted into containers (e.g., plates or egg cartons) for the child to use in grouping objects that are sorted by common characteristics.
- Encourages the child to create, identify, match, and describe patterns in objects, designs, pictures, movement activities, and recurring event (e.g., talking about daily routines, songs with repetition like the 'Hokey Pokey', setting the table and stringing beads).
- Helps child create and recognize patterns in his/her environment (e.g., room, clothing, and help child find number patterns on calendars).
- Provides opportunities for the child to create own patterns for others to follow or extend using prompts and non-prompts (e.g., stringing beads and asking the child which bead comes next, or I need a blue one next, and finger plays such as five little pumpkins).
- Encourages child to verbally describe why he/she sorted, classifies, and ordered objects in a certain way.
- Uses words that describe and classify characteristics of items in the child's environment (e.g., colors, shapes, sizes).
- Builds on the child's understanding of a series by making changes and additions in materials (e.g., varying the number of blocks, sizes or shapes of blocks).
- Helps the child recognize and describe sequences in nature, daily routines, and in stories (e.g., reading predictable books and changing seasons in nature).
- Assists child in identifying shapes in the environment (e.g., identifying traffic signs).

Scenario:

Emma and her mother plant flowers in the spring. They have red and white petunias. Emma digs a little hole for a petunia and decides to plant the red petunia. She begins to pick up another red petunia, but her mother suggests the white goes next. After planting a white petunia, Emma sees the pattern and says, "Now we put a red one in. Red, white, red!"

Domains:**Social/Emotional:**

- Interacts with adult.
- Experiences cooperation.
- Promotes self-esteem by doing grown-up things.

Physical:

- Uses large and small muscles.

Cognitive:

- Reproduces simple pattern.
- Develops ability to follow directions.
- Practices doing things in sequential order.

Self-help:

- Learns good hygiene such as hand washing to remove dirt and cleans tools.

Communication/Literacy:

- Develops communication skills through conversations.

Early Learning Guideline: Problem Solving

Children build a foundation for solving problems, by formulating questions and possible solutions with others based on their observations and experiences. Children need:

- *To have experiences in collecting objects and information*
- *To have opportunities to organize, describe, and graphically represent these collections*
- *To practice collecting and using data, and thinking about issues of relationships in problem-solving situations*
- *To have opportunities to hear, use and apply relevant vocabulary*

You may see the child begin to:

- Group, name, describe, and label collections of objects found in the environment (e.g., insects, rocks, and wild flowers).
- Describe thinking in how groups were made (e.g., “I put the rock with all the heavy objects”).
- Represent the data in a variety of ways (e.g., graph, chart, books of collection).
- Interpret information presented in graph form; draw and discuss information.
- Develop and use systematic approaches to problem solving by testing new possibilities and finding solutions (e.g., How much will the apple weigh?, teeter-totter with child to discuss balance and weight).
- Look for, give clues, and/or make predictions to solve a problem (e.g., “This object is heavy and so it will sink”, “if you stack too many blocks they may fall over”).
- Describe similarities and differences between objects.
- Make guesses related to quantity (e.g., “How many do you think you have?”).
- Play with computational tools (e.g., rulers, measuring cups, calculators, abacuses, adding machines, or computers).
- Explore concept of whole, part, and parts that make a whole (e.g., sectioning an orange in half and putting halves into whole fractions).
- Act out, draw, and discuss data in a variety of ways.

A child can be supported by an adult who:

- Provides opportunities to create and share groupings from a variety of materials (e.g., from home, community, and nature).

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- Provide displays of interesting collections for children (e.g., butterfly collections, sea shells, pictures of the solar system).
 - Provides opportunities to discuss the characteristics of a collection using appropriate language (e.g., “they all belong in the ocean, they all have wings”, and water animals, baby animals, feathered animals).
 - Represents data using symbols, graphs, and charts (e.g., the number of children wearing red).
 - Uses graphs and charts to organize and interpret information and to show relationships (e.g., types of shoes that tie, buckle, or use Velcro).
 - Encourages child to experiment with many different ways to solve problems (e.g., “Is there another way to put this together?, or have you tried?, or show me how you might?).
 - Provides computational tools where they would naturally be used (e.g., calculators near writing material and blocks, adding machines in the office).
 - Models correct language when talking with the child about quantity (e.g., part, pieces, whole, half, quarter).
 - Provides a variety of shapes and materials that may be broken into parts and brought back together again (e.g., pizza, crackers, unit blocks, puzzles, play dough).

Scenario:

Mrs. Jones’s class of three and 4 year olds were engaged in many activities around the room. Mrs. Jones circulated through the room observing and facilitating learning with the children. Sara was in the block corner building a house for her favorite doll. All of a sudden from the block corner came Sara’s loud voice, “Timmy stop that!” Timmy had knocked down Sara’s house. Mrs. Jones wandered over to the block corner to find Sara in tears. Timmy stood by looking at the damage that he had caused. While Sara’s tears were flowing, Mrs. Jones says, “Sara, you look sad. Why are you sad?” Sara says, “I was building a house for my doll and Timmy knocked it down.” Mrs. Jones said, “Timmy, Sara is sad because you knocked down her doll house.” Timmy says, “I want those blocks to build a fire station for my big red truck.” Mrs. Jones facilitated conversation between Sara and Timmy on alternatives that Timmy could have used instead of knocking down the house (e.g., taking turns building in the block area, working together to build a combine structure such as a large house with an attached garage). The three of them talked through this situation,

and the two children came up with a the solution of dividing the blocks between them in order that Sara could build her house and Timmy could also build his fire station. After the two had settled their differences, they sat down together and Sara built her house and Timmy a fire station for his fire truck. **Note: Sara and Timmy came up with the solution to their problem. Mrs. Jones only facilitated their conversation by asking questions, not solving their problem.**

Sometimes a child may need a physical prompt rather than verbal prompt to assist the child to enter discussion rather than acting out feelings with another child. For example, if Timmy continues to act out feelings rather than discuss a conflict, Mrs. Jones could establish a physical (concrete) reminder: Use of a foam ball could represent “use your own words” so when Mrs. Jones sees Timmy ready to use body language rather than words, she hands the ball to Timmy as a reminder to use his own words. Foam balls are in the room so when Timmy was handed one, the other children do not know Timmy is getting extra prompting.

Domains:

Social/Emotional:

- Solves differences in a peaceful manner.

Physical:

- Uses fine motor control to build with blocks.

Cognitive:

- Learns to solve problems in more than one way.

Self-help:

- Resolves a conflict in a way that is satisfactory to both parties.

Communication/Literacy:

- Develops communication abilities through conversation.

Physical Education and Health

Early childhood is the time for a child to begin the development of an active, healthy lifestyle. This development of skills, knowledge, and attitudes that lead to such a lifestyle must be taught and should begin early in order to ensure a lifetime of activity and good health.

As never before, attention is being given to the research-based knowledge that brain and body development are critically linked in the preschool years. It is through physical activity and movement of one's own body that the human brain internalizes the conceptual foundations of laterality (left and right), directionality (up, down, in, out), and position in space (over, under, behind). All these concepts are critical to mathematical thinking related to patterns and relationships, as well as to the foundations of reading and writing. They are necessary in order for the child to "see" how letters are formed and put together in patterns to create words and to translate this understanding into physical movements to recreate these symbols on paper in writing form. Also, as young children move their bodies, they learn many concepts through their senses (sensory motor integration). Children need to be provided with many experiences that integrate their body movements with their senses which include: tactile/touch; smell; hearing; taste; sight; kinesthesia (movement); and the vestibular sense (found in the inner ear that helps maintain balance and judge a person's position in space). Young children need those experiences that stimulate the inner ear's vestibular area (e.g., rocking, swinging, rolling, turning upside down, spinning).

The purpose of this section of the document is to focus on developmentally appropriate practices in movement programs as well as health issues for 3 to 5 year old children. Research indicates that connections that are stimulated and used tend to become permanent fixtures; while those that are not tend to be eliminated. It is therefore critically important for adults who interact with these young children to provide the kinds of activities illustrated in this section in order to help promote each child's brain development.

The foundation of physical education should be an integral part of any program for three to five year old children. For these young learners, physical education focuses on all activities and experiences that support and encourage gross/fine motor development as well as sensory integration.

Basic Assumptions

- Children should engage in daily movement opportunities designed for their developmental levels in order to enhance the concepts of body awareness, space awareness, effort and relationships, and to develop competence in a variety of manipulative, loco motor, and non-manipulative skills.
[National Association for Sport and Physical Education, 2000]
- Young children learn and develop in an integrated fashion; thus, learning experiences in movement should encompass and interface with other areas of development.
[National Association for Sport and Physical Education, 2000]
- Adults help children understand the satisfaction and joy that results from regular participation in physical activity.
[National Association for Sport and Physical Education, 2000]
- Adults use observational assessment of each child's progress to plan, adapt, and modify the environment, instructional strategies, and the curriculum to meet individual developmental and learning needs.
[Bredekamp, S. & Copple, C., (Eds.), 1997]
- Adults provide a variety of novel learning experiences that emphasize the same motor skill, across different environmental contexts, allowing for the gradual development of desired movement patterns and the development of confidence.
[National Association of Sport and Physical Education, 2000]
- Adults work in partnership with parents, communicating regularly to build mutual understanding and to ensure that children's learning and developmental needs are met.
[Bredekamp, S. & Copple, C., (Eds.), 1997]

Early Learning Guideline 1: Gross/Fine Motor and Sensory Development

Developing Body Management Skills

Young children begin to develop fundamental movements and basic body management. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.

You may see the child begin to:

- Perform gross and fine motor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).
- Perform stability skills alone and/or with a partner (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward).
- Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).
- Perform basic creative movement skills alone and/or with a partner. (e.g., the child marches and dances to music or rhythmical sound activities in free form or with simple adult directions).

A child can be supported by an adult who:

- Encourages the child to walk, run, hop, and jump on the lines of a sidewalk or drawn lines on a hard surface.
- Visits parks or nearby playgrounds to climb on the equipment, throw, catch and/or kick a ball, and swing on the swings.
- Makes up motions of clapping, stomping, or marching to accompany nursery rhymes or other rhyming verses/chants and music.
- Provides a variety of music for rhythm movement in order to build an understanding of directionality and position in space (e.g., up, down, over, under, left, right, top, bottom, outside, and behind).

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- Provides materials and equipment for encouraging body movements (e.g., a ball of wadded paper, bean bags, balloon and a stick or empty paper towel roll for hitting the balloon, a wagon and/or doll stroller to push or pull).
 - Provides opportunities to climb, hop on one or two feet, lie on a skateboard and push with one's hands, or jump in leaves or snow.
 - Provides physical activities that stimulate the inner ear (e.g., rocking, swinging, rolling, spinning, or jumping).
 - Provides physical activities in which only one side of the body is used at a time (e.g., hopping).
 - Provides activities that promote crossing the midline of the body (e.g., moving limbs and eyes across the middle of the body from right to left or left to right to perform a task).
 - Provides a variety of manipulative toys (e.g., blocks, cubes, popsicle sticks).
 - Provides experiences that support the use of hands in many different positions.
 - Provides a vertical or near-vertical surface to allow the wrist to be extended and bent back in the direction of the hand (e.g., upright/portable easels, wall-mounted chalk/marker boards).
 - Encourages the child's participation in art activities that utilize pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers or tweezers).
 - Provides activities that strengthen hand grasp (e.g., squeezing clay and play dough, squeezing water out of sponges, using a hand held hole punch to punch holes in paper of various thickness).

Scenario: Scarf Dancing

Mrs. Madison places a covered box on the floor as she and the children gather together. Mrs. Madison asks questions to enhance the children's interest in what is inside the box. As the children make guesses, she charts their words/thoughts. Mrs. Madison then opens the box and shows what is inside, many colored and differently textured scarves. (There are more scarves than children so that the last child still has several scarves to choose from.) Mrs. Madison and each child choose a scarf and then begin to move and wave the scarf back and forth; up and down; between legs, behind the back; over the head; left and right; and behind a friend's back. Music representing various rhythms is included in the activity. Mrs.

Madison asks as they all move, "Is the music slow; fast; happy; or sad?" (e.g., country music, jazz, classical). Mrs. Madison and friends then move outside to toss the scarves into the air, to see what happens. With a partner, they also toss the scarf back and forth to enjoy tossing and catching.

Adaptation:

- Can substitute plastic grocery sacks for scarves.
- Think about ways to involve children with special needs.
- Can be an inside or outside activity.

Extension:

- While moving with scarves, run, hop, jump, skip, or slide feet.

Domains:

Social/Emotional:

- Pretends with objects.
- Follows simple directions.

Cognitive:

- Asks and responds to questions.
- Shows curiosity.
- Finds more than one solution to a problem.
- Uses creativity.
- Increases awareness of cause and effect relationships.

Physical:

- Coordinates eye-hand movements.
- Discriminates differences in texture.
- Builds, strength, flexibility, coordination in hands and fingers.
- Helps to develop large muscles (gross motor skills).

Self-help:

- Chooses scarf.
- Moves without adult assistance.

Communication/Literacy:

- Repeats simple directions.
- Uses words to describe motions, needs, and how music makes them feel.
- Talks with friends.

Early Learning Guideline 2: Movement Concepts and the Development of Sensory and Motor Skills

Identifying and integrating movement concepts with the development of sensory and motor skills

Young children begin to develop movement and sensory vocabulary and use it accurately. Young children apply movement concepts to motor skills by responding appropriately to:

- *direction (front/back, side/side, left/right),*
- *personal and general space,*
- *effort and force (hard/soft),*
- *speed and flow (fast/slow) and*
- *sensory experiences (rough/smooth, hot/cold).*

You may see the child begin to:

- Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult).
- Attempt to apply concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).
- Use language to describe movement concepts (e.g., the child will describe what he/she is doing or what another child, animal or object is doing).
- Follow rules for simple games and activities.
- Integrate a variety of educational concepts in games and rhythmic/fitness activities (e.g., child moves like a lion and roars as he/she moves).
- Recognize and solve problems through active explorations.

A child can be supported by an adult who:

- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides opportunities for the child to jump off of and over things and/or equipment.
- Involves the child in a variety of games using a soft ball.
- Supports the child's rhythm and movement experiences by providing pots, pans, bowls, and kitchen utensils as musical instruments.

- Provides physical experiences that integrate the child's movements with all their senses (e.g., sand/water play, shadow play).
- Provides materials and objects of various textures (e.g., variety of balls, pudding, shaving cream, painting with feet).
- Provides activities to build hand/eye coordination in a developmental sequence, such as beginning with the use of tongs to pick things up, moving to unstructured snipping to familiarize the child with the motion of opening/closing scissors without the pressure of making something, progressing to cutting within a track, and finally cutting on a line and stopping at a marked point.
- Provides activities that promote finger isolation and moving fingers individually (e.g., songs, finger-plays, an old typewriter, piano keyboard).
- Encourages different body positions when playing board games or while sitting during story or group times.

Scenario: Follow the Leader

Mr. Adams is taking his group of three and four-year-olds on a "follow the leader" trip around the play area. He will begin as the leader, giving directions and modeling various movements throughout the "trip." They will walk under low branches, jump over rocks, hop three times, throw leaves in the air (feel the leaves), sway their bodies left and right, and smell the air. Mr. Adams will ask several children to take a turn as group leader during the "trip." One child in the group participates from his wheelchair, and the adult with him stresses completing the upper body activities.

Domains:**Social/Emotional:**

- Respects other's space in line.
- Takes turns.

Cognitive:

- Follows directions/verbal.
- Counting.
- Asks and responds to questions and statements.
- Uses creativity and imagination.

Physical:

- Imitates body movements.
- Tolerates textures.
- Initiates body movements.

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Self-help:

- Completes activities independently.

Communication/Literacy:

- Understands verbal directions.
- Verbalizes directions to others.

Early Learning Guideline 3: Enjoyment of Motor and Sensory Experiences

Exhibiting Self-Confidence

Young children seek out and enjoy challenging physical activities, including sensory experiences that support their growth in self-expression while encouraging and supporting social interactions with others.

You may see the child begin to:

- Exhibit self-confidence while participating in movement activities.
- Talk about enjoying movement activities.
- Express both positive and negative feelings about participating in physical activities.
- Participate in a variety of gross/fine motor and sensory activities.
- Attempt new gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, catching, swinging, gardening, tasting new foods).
- Demonstrate a determination to develop skills through repetitive practice.

A child can be supported by an adult who:

- Provides the child with age-appropriate gross/fine motor and sensory activities that are fun, promotes success, and yet challenging.
- Talks with the child about feelings while participating in gross/fine motor and sensory activities.
- Encourages the child to act out various roles (e.g., people, animal movements) as a means of self-expression.
- Provides positive feedback when the child tries a new gross/fine motor and/or sensory activity.
- Provides positive feedback as the child continues to attempt an activity that may not yet be easy.
- Encourages the child's awareness of his/her skill mastery.
- Incorporates various motor/sensory experiences while transitioning from one activity to another or from one place to another. (e.g., marching to music from playground to snack).

Scenario: Music and Chalk Activity

Mrs. Marshall has 15 four and five-year-olds in her class. Today she tells them that they are going outside to the sidewalk area. (Choose a safe space for this activity with a large area of concrete/asphalt.) Mrs. Marshall lets each child choose several colors of sidewalk chalk. Then Mrs. Marshall shares with the children that she is going to play different types of music (e.g., classical, country, jazz) to inspire them while they are drawing. While listening to the music, each child is encouraged to create a chalk design. As they draw and create to the music, Mrs. Marshall talks with the children about the music, timing her comments so as not to be too distracting. Is the music fast or slow; happy or sad? When the music is turned off, Mrs. Marshall invites the children to talk about their creations, describing the work and telling how the music made them feel.

Domains:**Social/Emotional:**

- Shares thoughts and feelings.
- Expresses self through art.
- Respectful of other's space.

Cognitive:

- Identifies differences in colors, music, and feelings.
- Asks and responds to questions/thoughts.
- Use creativity and imagination.

Physical:

- Grasps the chalk.
- Moves hand, wrist, and arm as the child draws.
- Strengthens eye-hand coordination.

Self-help:

- Chooses chalk.
- Finds own space.
- Works independently.

Communication/Literacy:

- Uses words to describe the creation.
- Expresses oneself using 'feeling' words.
- Tells a 'story'.

Scenario: A Backyard Obstacle Course

Today Mrs. Stewart has set up an outside obstacle course for the children. As the children move through the obstacle course, they will be raking

leaves, crawling through a tunnel, jumping and touching a suspended balloon, pouring water from one container to another, picking up a toy with a pair of tongs, and pulling a wagon and pushing it back. Ciera, who has broken her arm, will be partnered with another child and will be encouraged to do whatever she can. Also, for safety reasons, adults will watch and provide support and encouragement as needed. Emphasis will be placed on trying each activity, rather than on completion or time. The children have had opportunities to practice and explore these types of activities individually throughout the weeks before Mrs. Stewart created the obstacle course.

Domains:**Social/Emotional:**

- Demonstrates confidence in one's growing abilities.
- Demonstrates increasing independence.
- Demonstrates trust in adults.
- Understands and respects differences.
- Helps others in need.
- Works cooperatively.

Cognitive:

- Finds more than one solution to a problem.
- Uses planning skills.
- Recalls a sequence of events.
- Recognizes patterns and repeats them.
- Uses creativity and imagination.

Physical:

- Learns skills that require automatic body awareness.
- Uses fine and gross motor skills.
- Coordinates eye-hand movements.
- Uses body with increasing control.

Self-help:

- Completes task with minimal or no adult assistance.
- Finds own space.

Communication/Literacy:

- Talks with other children/adults during activity.
- Uses words to describe events and feelings.
- Repeats/follows simple directions.

Early Learning Guideline 4: Personal Health and Safety Practices

Developing an Awareness of and Respect for a Healthy Lifestyle

A safe and healthy environment provides an essential foundation for personal health and safety. While participating in physical activities, young children are beginning to form an awareness of health and safety practices that support the growth of a healthy lifestyle. As a result, through activities and experiences, they are guided and encouraged to develop greater interdependence for personal care and safety.

You may see the child begin to:

- Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.
- Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
- Build an awareness to follow basic safety rules with guidance (e.g., fire and traffic/pedestrian safety).
- Understand and respond appropriately to harmful objects, substances, and activities.

A child can be supported by an adult who:

- Provides an appropriate amount of time for children to participate in indoor and outdoor play.
- Recommends appropriate referral to community services when a child's development is of concern. (e.g., vision, hearing, communication screening, child abuse/neglect).
- Provides instruction on proper hand washing and drying.
- Supports the child's effort in toileting, brushing of teeth, and manipulating clothing.
- Provides a variety of snacks and meals as well as instruction in healthy eating habits.
- Encourages the child to be responsible for personal belongings (e.g., hanging up jackets, back packs).
- Uses teachable moments to instruct the child about safety (e.g., drop-off/pick-up times, field trips, use of seatbelts, poison substances, sirens).

-
- Teaches the child about harmful objects and substances.
 - Takes the responsibility of keeping harmful objects and substances out of the reach of the child.
 - Encourages healthy and safe practices in all the child's environments (e.g. shares recipes, health status, playground safety).
 - Provides opportunities to participate in community health and safety programs (e.g., dentist, doctor, veterinarian, fire fighter, police officer).

Scenario: Trip to the Grocery Store

Today is a very special day for Mrs. Scott's preschool class. The children are going to visit a local grocery store located three blocks away. One of the children in the group, Dong-Moon, has limited use of the English language. Both his expressive (spoken) and receptive (heard/understood) English language skills are just beginning to emerge. Dong-Moon's mother and father go along to help support his learning and learning for the other children. The children will be able to hear both the English word for what they see as well as the Korean word. Because the children will be away for almost two hours, Mrs. Scott requests that each child visit the restroom before leaving. With Mrs. Scott's guidance, independently the children use the toilet and wash and dry their hands. The children then go to their cubbies and put on their jackets and hats making sure they are zipped, snapped, or buttoned. Children are given the opportunity to complete the task independently before adult help is offered. On the way to the store, the children practice traffic and pedestrian safety they have discussed and learned previously. At the grocery store, Mrs. Scott talks about the various foods and builds on the children's interests, asking questions about the names of the foods, healthy choices or not, and the type of foods (e.g., dairy, produce, meat). In the pharmacy area, there is discussion about what a pharmacy is and the types of medical supplies available. Looking at various cleaning supplies at the grocery, the children and adults discuss safety issues related to the use of these supplies. Throughout the visit, Dong-Moon's family helps support his growing understanding of the English language. Before leaving the store, each child chooses a piece of fruit to purchase and eat while walking back to their preschool. Back at the preschool, the children each describe their favorite part of the trip as Mrs. Scott writes their words. At the same time, Dong-Moon's family and Dong-Moon pronounce and write the Korean words.

Domains:

Social/Emotional:

- Takes turns.
- Shares.
- Helps each other.
- Identifies oneself as a member of a group.
- Understands and respects differences.

Cognitive:

- Asks and responds to questions.
- Demonstrates an interest in exploring.
- Classifies objects by similarities and differences.
- Makes comparisons.
- Follows simple directions.
- Identifies names of objects and events.
- Recalls a sequence of events.
- Demonstrates an interest in writing.

Physical:

- Moves from one place to another (gross motor skills).
- Demonstrates visual discrimination skills.
- Discriminates by taste and smell.
- Discriminates differences in texture.

Self-help:

- Prepares for the field trip (personal care).
- Chooses a piece of fruit for snack.

Communication/Literacy:

- Talks while walking and during the time at the grocery.
- Watches for print inside and outside.
- 'Reads' signs, boxes, and containers.

Early Learning Guideline 5: Respect for Differences

Using Positive Social Skills

Children are learning in a safe and caring community of learners. Young children begin to demonstrate an understanding and respect for differences among people during physical activities. Positive interpersonal skills such as cooperation, sharing, empathy and courtesy toward others serve as a foundation for understanding and respecting differences.

You may see the child begin to:

- Take turns during physical activities.
- Help others during physical activities.
- Work together as a team toward a common goal.
- Play cooperatively with others during physical activities.
- Treat others with respect during physical activities.
- Resolve conflicts in socially accepted ways during physical activities.

A child can be supported by an adult who:

- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a buddy for another child during physical activities.
- Provides opportunities for the child to work with others toward a common goal.
- Teaches problem solving and actively promotes conflict resolution.
- Promote the sharing of children's family cultures and other cultures represented in their community (e.g., customs, music, rituals).
- Introduces the child to the concept of similarity and differences (e.g., culture, size, eye color).
- Modifies activities to include children with disabilities or other special needs to meet their individual educational goals.
- Talks with the child about differences in abilities (e.g., some children more easily jump, some more easily hop) and models acceptance.

Scenario: Bowling

There are nine children in Ms. Woods' preschool. Within this preschool program, Ms. Woods encourages physical activity to both support each child's developing motor skills and to educate each child about healthy

lifestyles. One of the group's favorite activities is playing with balls. Today the children will work in threes, rolling mid-sized balls to knock down sets of five to ten plastic pop bottles (the bottles have sand in the bottom to weigh them down). While working together, the children will take on various roles: bowler, pin-setter, and cheerleader. Ricky and Maria are teamed with Max who uses a wheel chair. With a bit of help from his teammates, Max is able to fulfill each of the roles when it is his turn to do so.

Domains:**Social/Emotional:**

- Interacts with others.
- Identifies oneself as a member of a group.
- Demonstrates interest and participates in activity.
- Understands and respects differences.
- Takes turns.
- Works cooperatively.

Cognitive:

- Uses planning skills.
- Demonstrates an awareness of space.
- Follows simple directions.
- Persists in tasks.
- Finds more than one solution to a problem.
- Makes comparisons.

Physical:

- Uses gross motor skills with confidence.
- Rolls an object in the intended direction.
- Demonstrates visual discrimination skills.
- Discriminates differences in weight and texture.
- Coordinates eye-hand movements.

Self-help:

- Rolls the ball without adult assistance.
- Retrieves the ball when necessary.

Communication/Literacy:

- Follows simple directions.
- Uses words to describe activity/feelings.
- Conversations during the activity.

Science

Early Learning Guideline #1

Children will learn to ask questions based on observations, experiences, and interests.

You may see the child begin to:

- Expand knowledge of/ and abilities to observe, describe, & discuss the natural world, materials, living things, and natural processes. (e.g., life science and physical science).
- Show interest in and a willingness to investigate unfamiliar objects & events in the learning environment. (Bredekamp- Reaching Potentials- Vol. II, 1995)
- Demonstrates curiosity by asking what, why, how, when and where questions.
- Uses the five senses (seeing, hearing, tasting, touching & smelling) to investigate objects and events in the environment. (Bredekamp, Vol. II and Indiana)
- “Observe and describe properties of objects” (Indiana)
- “Interact with and explore a variety of objects, books, and materials.” (Indiana)

A child can be supported by an adult who:

- Provides opportunities in the child’s environment (home, outdoors, classroom, and community for exploration).
- Provides a variety of materials and objects for the child to explore through their senses and asks questions about their discoveries. (Indiana)
- Exposes the child to relevant curriculum by considering the child’s developmental level and background knowledge and interests when choosing activities and materials. (Indiana)
- Supports the child’s beginning friendships by providing opportunities for the child to learn and explore with other children and adults. (Indiana)
- Uses language associated with science & math (e.g., science, investigation, research, prediction, hypothesis, experiment,

conclusion, ordering, seriating, compare, patterns, classify, sequence, spatial relations) (Indiana)

- Allows the child the gift of time to engage in exploration and discovery.
- Observes children's activities and interests for teachable moments
- Asks open ended "what if" or "I wonder" questions

Scenario:

During outside play, Rosita is suddenly yelling enthusiastically, "Look at this, look at this!" Soon all the children are crowded around a bug that is crawling on the ground. The children are watching the bug and following it as it moves along. They are also describing things they notice about the bug. Ms. Cooper encourages the children's observing and describing about how the bug looks and what they think it might be doing. She increases their questioning by asking open-ended questions. Children who are having trouble formulating questions are assisted by the way Ms. Cooper refrains from telling them answers and making up their questions. Instead she assists their questioning by saying things like, "I wonder if the bug is. . . ?" and then waiting expectantly, allowing the children to finish the question. After Ms. Cooper has repeated, "I wonder if..., I wonder if..." a couple of times allowing the children time to think, Justin says, "I wonder if the bug lives under the ground?" Rosita quickly adds in, "I wonder if there are other bugs that live underground?"

Domains:

Early Learning Guideline #2

Children will learn to predict answers and form hypotheses.

You may see the child begin to

- Tell about what they know
- Describe & discuss predictions, explanations, & generalizations by applying previous learned information to new situations. (Indiana & Head Start Outcomes)
- Make guesses
- Suggest more than one answer to a question or solution to a problem.
- Develop purposeful plans.

A child can be supported by an adult who

- Encourages & supports opportunities for children to plan & select science related activities, such as: natural world, living things, natural processes, & the mechanics of how things work. (Indiana)
- Extends the child's thinking and learning by posing problems, making suggestions, responding to & encouraging the child's questions and adding complexity to tasks. (Indiana)
- Extends the child's learning by allowing the child to make predictions. (Indiana)
- Extends the child's learning by assistance and information. (Indiana)
- Uses language associated with science & math (e.g., hypothesis, prediction, conclusion, experiment, science, investigation, serration, quantifying
- Allows children the gift of time to engage in exploration and discovery.

Scenario:

(Remember Ms. Cooper and the children observing a bug, we join them again.)

The children as a group begin to make guesses about where the bug lives and what other bugs may live under the ground. Justin thinks that ladybugs and ants may live under the ground. Ulla thinks butterflies may live under there. Jory thinks only ants live under the ground. Ms. Cooper helps the children record their predictions. When they get inside, Rosalita

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wants to draw what she thinks lives under the ground. Soon all the children are drawing their predictions.

Domains:

Early Learning Guideline #3

Children will learn to conduct experiments in order to test their predictions.

You may see the child begin to:

- Manipulate a variety of objects and tell about what is observed (Indiana)
- Classify objects by attributes (characteristics) (Indiana)
- Make comparisons and find relationships and patterns (e.g., more than, less than, equal to)
- Use familiar materials to measure things (hands, unifix cubes, crayons, popsicle sticks, paper clips) (Indiana)
- Use trial and error
- Notice, explore, test, and describe cause and effect
- Make discoveries from their own explorations

A child can be supported by an adult who:

- Sets up and assists the child in doing simple science experiments (e.g., mixing colors, cooking).
- Uses language associated with science and math (e.g., observing, quantifying, hypothesis, prediction, conclusion, experiment, science, investigation.) (Indiana)
- Allows the child the gift of time to engage in discovery
- Provides familiar materials to measure things (paper clips, popsicle sticks, blocks, etc.)
- Provides an area for science investigation & discovery with a variety of available materials (e.g. nests, levers, magnifying glasses, magnets, pulleys, insects, textures, pine cones...)
- Provides opportunities for science investigation in the outdoor environment.
- Involves a child with experiences with changes of matter (e.g. dissolving, cooking, mixing,) (Indiana)
- Selects activities and materials that are meaningful & relevant to the child.

Scenario:

(Continuing with the children and Ms. Cooper—we visit them the following day.)

When the children arrive, they immediately begin experimenting. The day before, Ms. Cooper asked the children how they thought they could find out what bugs live under the ground. The children suggested digging. She asks them how they will have to dig to not kill or hurt the bugs. Ulla says, "Gentle digging." Justin suggests, "Digging little bits at a time." Other children share similar ideas. Rosita recalls a show she watched where people were digging for dinosaur bones. She remembers that they used brushes so they wouldn't break the bones. Rosita wonders if they could use brushes to gently look for bugs in the dirt. Supplied with brushes, racks and scoops, the children eagerly head outside. Ms. Cooper reminds the children that they agreed on gentle digging. The children dig and make discoveries. Before the next day when the children will be together, Ms. Cooper has enhanced the learning environment so the children can conduct experiments to find out more about what bugs live under the ground. She has brought a tub of rich garden dirt inside. Nearby she has set up magnifying glasses, brushes, scoops, sieves, and racks. She has placed clipboards and markers nearby so the children can draw or record what they are finding. Ms. Cooper has also displayed some insect books she checked out from the local library for the children's use and posted an insect poster she received from the Forest Service. Another thing that Ms. Cooper did was to arrange for an "expert" to come to visit their group to answer the children's questions about bugs. She found a forester at the local Forest Service that knew a lot about insects and was happy to come and answer the children's inquiries in ways that would be easy for young children to understand.

Domains:

Early Learning Guideline #4

Children will learn to observe and record findings.

You may see the child begin to:

- Organize information (e.g., charts, graphs, drawings,)
- Use vocabulary that demonstrates understanding of scientific concepts. (e.g., sink, float, solid, liquid, melt) (Indiana)

A child can be supported by an adult who:

- Sets up the environment to provide opportunities to observe, investigate, and ask questions.
- Assists the child in recording observations and results of scientific investigations
- Asks the child to look for patterns. (investigation.) (Indiana)
 - Uses language associated with science and math (e.g., hypothesis, prediction, conclusion, experiment, science, investigation.) (Indiana)
 - Allows the child the gift of time to engage in discovery
- Provides opportunities for the child to create own patterns for others to follow and/or extend patterns by using leaves rocks, nuts, etc. (Indiana)
- Makes materials available to record findings (e.g. paper, markers, clip boards)

Scenario:

Remembering the children and Ms. Cooper, we return to them experimenting in a variety of ways with materials that allow them to discover answers to their questions about bugs. Ulla has discovered that worms live in the dirt from the garden and she is now playing with clay and making a family of worms. She tells Justin he can't touch worms too much or they will get "lazy" or "dead." Rosita has glued tiny stones and sticks onto a piece of cardboard. These are all things she found when she dug near the climber while she was playing outside. Jory and Anna have both drawn many pictures of bugs they have found in their digging. Ms. Cooper has shown them labeled pictures in one of the insect books so, both Anna and Jory have labeled some their pictures. Ms. Cooper helped them with this. Ulla has painted a butterfly in the air with a paint box. She says she's pretty sure they live in the sky, not underground, because it's too dirty there

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and she didn't see any when she was digging. The expert from the Forest Service brought a large piece of old rotten log for the children experiment with. The children were wide eyed as she showed them how to carefully pry back pieces and discover insect larva. The forester helped the children count and record on a clipboard how many insect larvae they found. She also showed them pictures of the life cycle and how the larva would grow into insects.

Throughout the children's experimenting, observing, and recording, Ms. Cooper was quick to remember to use correct scientific words like antennae, insect, pupa, observation, hypothesis, conclusion, etc.)

Domains:

Early Learning Guideline #5

Children will learn to form conclusions.

You may see the child begin to:

- ***Shows an increased awareness and beginning understanding of changes in materials and cause & effect relationships. (HS outcomes)***
- Synthesize (put together) new information
- Recall prior discoveries/findings
- State answers and develop (come up with) solutions.
- Discuss common properties among objects & materials. (HS Outcomes)
- Show & describe knowledge of and abilities to observe, describe, and discuss the child's natural world, materials, living things, natural processes, and the mechanics of how things work. (HS Outcomes)
- Quantify findings by counting and measuring.

A child can be supported by an adult who:

- Guides the child's observations w/ questions & comments in order to help the child make connections with what is observed. (Indiana)
- Provides art materials & art experiences to reinforce & support concepts. (Indiana)
- Recognizes that children will form diverse conclusions.
- Uses language associated with science (e.g., hypothesis, prediction, conclusion, experiment, science, investigation.) (Indiana)
- Allows the child the gift of time to engage in discovery.

Scenario:

(again, we join the children and Ms. Cooper)

After a couple of weeks of experimenting, Ms. Cooper can see they have come up with a variety of ideas about what bugs live underground.

Because of the forester's visit, they now also know some things about bugs living in trees and rotting wood. She brings the group together in a quiet spot where they usually read stories or do group meetings. Ms. Cooper tells the children she'd like to write down their "conclusions." Ms. Cooper asks the children what things they found out about "What bugs live under the ground?" She tells the children she wants to write down everyone's conclusions in one place. Ms. Cooper has taped a large piece of paper to the wall ready to record their discoveries. Jory concludes that more than

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just ants live under the ground. He tells us that he now knows that beetles live under there too. Ullas shares that she has concluded that no butterflies live under the ground. She says she has only seen them in the air. Even in books, they are only in the air or climbing on leaves. Ms. Cooper writes in bold print all their findings, using the words the children use.

Domains:

Early Learning Guideline #6

Children will learn to communicate final results.

You may see the child begin to:

- Participate in discussions related to their finding
- Use vocabulary that indicates understanding of scientific principles (e.g., sink, float, melt, solid, liquid)
- Represents (drawings, models, graphs, dances) findings
- Describe and compare things in terms of numbers shape, size, weight, color, motion, function, and temperature. (Bredekamp VII)

A child can be supported by an adult who :

- Guides the child verbally about observations using words such as melt, float, sink, liquid, solid. (Indiana)
- Assists the child to describe discoveries and record observations of finding through drawings, charts & graphs.
- Provide materials needed for the sharing of findings such as paper, glue, scissors, markers, camera, crayons, pencils, and clay.
- Uses language associated with science (e.g., hypothesis, prediction, conclusion, experiment, science, investigation.) (Indiana)
- Allows the child the gift of time to engage in discovery.

Scenario:

Finally, with the children and Ms. Cooper, we look in on them as they try to decide who they might share the information that they found out about bugs. Some of the children had already taken home pictures illustrating some of what they've learned. Ms. Cooper asks if the children might like to show and tell their parents about all they've found out about bugs. The children excitedly agree! The plans begin for how to present their findings to their parents. Ms. Cooper and the children cover several low tables with blankets. This is to represent "under the ground," Justin says. With parents present, the children take turns crawling out from under the blanket, covered tables and sharing their conclusions from studying bugs. Jory crawls out from under the table pretending to be a beetle. He has taped two long strips of paper to his belt. "These are legs," he tells the audience of parents. He also tells them that he is a beetle and that a beetle is an "insect," and that insects have six legs, but no arms. He

proceeds to count his two pretend insect legs, his own two legs, and his arms to come up with his “six insect legs .” He’s attached two, long pipe cleaners to a paper band he’s wearing on his head. He tells everyone these are antennae. The children take turns showing the charts, drawings, graphs, resource books, displays, sculptures, and a dramatization about their work on insects.

Domains:

Social Studies and Social-Emotional Development

A socially and emotionally healthy child is essentially one who can make friends, get along with others, and communicate effectively. Social studies is all about relationships. How children relate to themselves, others, and the world around them are the principles for social studies. Social studies is the study of people and cultures. It looks at how people live today and in the past, work, get along with others, solve problems, and affect and are affected by their environment. Early childhood social studies is a combination of curriculum and instruction, support and interventions that take into account self-development, interpersonal and social skills and appropriate practices. Included in this process are topics relating to roles, rights, and responsibilities; the past, present, and future; understanding one's self, family, and community; embracing not only the world around us, but a variety of cultures and community as well.

A young child's social development is an important part of development. Social competence and the willingness to interact competently with others – adults as well as peers – affect a wide range of factors related to learning the basics of one's culture (Katz & McClellan, 1997). The quality of a young child's social competence can be a predictor of later social and academic competence (Pellegrini & Glickman, 1990).

Young children learn through their senses and experiences. Between the ages of three and five, the foundations of learning history and social studies are built around the child's personal experiences and understanding of the relationship of self to others. Adults working with young children must first begin by identifying the child's current knowledge and understanding and build on this with first hand experiences.

Young children are beginning to understand how people relate to the Earth, how people change the environment, how weather changes the character of a place, and how one place relates to another through the movement of people, things, and ideas.

Through discussion and experiences with stories and older people, young children begin to gain an understanding of the past. Young children must become aware of personal time (usually between 4 and 7 years of age) before understanding historical time. Time understandings should be a major consideration in how historical topics are introduced to young children.

The following sections will assist adults with ideas to help young children learn about their world and their environment – both physical and social. This section of the foundations is divided into the following: Government/Roles, Rights, and Responsibilities; History/ Past, Present, and Future; Self, family, and community; Geography/ The World Around You; Culture; Interpersonal and Social Skills. This information will help children lay the foundation for social studies in the elementary grades.

The information and examples are geared for children from 3 to 5 years of age. Please acknowledge that children grow and develop at widely different paces and some adaptations may be needed to meet each child's individual needs. Children learn and embrace concepts in different ways. Providing a variety of opportunities to embrace these concepts is crucial for including all children, regardless of skills or levels.

Basic Assumptions

- ◆ Children grow and thrive in the context of close and dependable relationships.
- ◆ Children first learn about relationships within families.
- ◆ Parents and other primary care givers should be recognized and supported as providing a foundation for the child's growth and learning.
- ◆ Developing a child's social and emotional skills provides the necessary foundation that allows children to develop cognitively and succeed in later learning environments.
- ◆ Development and learning are interconnected across and within the social/emotional, cognitive, physical and self-help domains.
- ◆ Supporting a child's social/emotional needs requires strong partnerships between parents or other primary care givers, early care and education practitioners and all other adults with significant roles in the child's life.
- ◆ Children learn through play and observation of play provides the most accurate assessment of their development and learning.

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- ◆ Each child develops at their own pace. It is essential that early childhood environments allow for typical variations in development and provides support for children who need extra support to master skills.
- ◆ Family and early childhood care and education providers should have access to specialists who can provide support for children with special needs and/or who need additional support in developing social and emotional skills.
- ◆ Successful experiences in early childhood settings set the stage for a child's interest and engagement as active members of the community.
- ◆ Supporting a child's social/emotional needs includes embracing that child's diverse culture, language, background, skills, and abilities.

Early Learning Guideline 1: History: Past, Present, and Future

Young children are ready to be aware of time demonstrated by the following. 1. The daily experiences that reoccur and are part of a regular routine. 2. Discussions about daily schedules and what happens first, second, and so on are very important at this stage. 3. Young children should have opportunities to hear and share stories about the past and thoughts about their future. Many children show curiosity about things from the past and this curiosity can be used to begin the foundation for historical understanding.

You may see the child begin to:

- Understand sequence by recurring events (e.g., “After I eat lunch, I take a rest.”).
- Connect new experiences to past experiences.
- Use terms relative to time sequence (e.g., beginning/ending, before/after, early/late, night/day, first/next/last, morning/afternoon/evening, yesterday/today/tomorrow).
- Put pictures in sequential order or retell a story or event in sequential order.
- Show anticipation for regularly scheduled events.
- Describe daily routine (e.g., home and/or school).
- Distinguish between past, present, and future.
- Verbalize the days of the week and names of the months.
- Gauge time using their own vocabulary (e.g., number of ‘sleeps’ instead of days).
- Recall information about the immediate past. (Children may dress up and reenact past events)
- May distinguish between past dress & tools and identify new forms of technology (ex. Rotary phones, manually rolling down a window in a vehicle.)

A child may be supported by an adult who:

- Encourages family members to talk with the child about family history and culture.
- Talks with the child about what is happening during the day and week.

- Uses the names of the days of the week/month and time in general in context (e.g., “On Monday, we go to the library.”).
- Labels events and routines using the words today, tomorrow, next, later, and long ago.
- Provides a consistent & predictable routine for the child.
- Asks the child to recall what happened yesterday or last night.
- Uses calendars to talk about what happened in the past and will happen in the future.
- Provides access to time keeping materials such as clocks, watches, timers, and calendars so the child can model after adults and pretend to measure time.
- Uses the correct terms when talking about time, and order (e.g., seconds/minutes/hours, first/last, before/after).
- Reads stories and discusses what happened in the beginning, middle, and end.
- Answers questions the child may have concerning how people lived in the past.
- Discusses differences in dress, customs, tools, and transportation as may be seen in movies, books, or historical sites.
- Provides many examples of and allows the child an opportunity to manipulate the tools people used in the past.

Scenario: Child’s Personal Story – “ The Sally Book”

As Sally approached her fourth birthday, her mother decided a wonderful gift would be the construction of a “Sally Book.” Sally and her mother began collecting artifacts from Sally’s life: pictures, cards, favorite toys, examples of Sally’s early ‘work,’ and other things Sally felt were important. Together they began to compile the book. With the help of the book, Sally began to talk about the past and the present and could anticipate the future and what objects she could put in the book.

Domains:**Social/Emotional:**

- Identifies the passage of time.
- Builds self-identity by showing things in the book unique to Sally and her family/culture.
- Builds self-confidence and self-esteem by acknowledging a child’s special abilities, interests, and accomplishments.

Cognitive:

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Montana Early Learning Guidelines

DRAFT

- Awareness of past, present, and future.
- Asks and responds to questions.
- Recalls sequence of events.
- Arranges objects in a series.

Physical:

- Uses small motor skills to complete a task.
- Coordinates eye and hand movements.

Communication/Literacy:

- Communicates with an adult.
- Learns number literacy & terminology.
- Learns about telling a story through pictures.

Early Learning Guideline 2: Government: Roles, Rights, and Responsibilities

Foundations and Functions of Government and Its Citizens

Young children's learning is dependent on their background experiences and what they see and hear. Young children can begin to understand that they are citizens of their school, community, and country and what it means to be a responsible, active citizen. Children should be exposed to symbols of the state and the nation including the flags.

Participating in a democracy involves making informed choices. Young children who have many opportunities to make choices in their own lives and are given alternatives, are growing in this important process skill.

Understanding the need for and being able to follow rules is an important developmental step for young children. They can be very emphatic about following rules and the reasons why they are important.

You may see the child begin to:

- Follow Rules:
 - Follow simple directions.
 - Recognize and talk about the importance and reason for rules
 - Understand the consequences of not following rules
 - Participate in games and follow the rules
 - Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).
 - Recognize there may be different rules in different places (e.g., school rules may be different from home).
 - Show self-control by following rules in different places.
- Make Choices and Solve Problems:
 - Respond positively to options rather than commands.
 - Understand the consequences of behaviors and choices
 - Set own consequences for some behaviors.
 - By age four, resort to negative behaviors, such as name calling, to handle disputes.

- Show greater ability to control intense feelings (e.g., anger, frustration).
 - Make choices after considering alternatives.
- Develop Responsibility and Citizenship:
 - Listen and talk about stories that illustrate the concept of being responsible.
 - Handle basic responsibilities related to daily needs.
 - Start sharing some objects with others.
 - By age four, compromise, share, and take turns.
 - Recognize the U.S. and state flags.
 - Learn the name of the current President and begin to understand his/her role.

A child can be supported by an adult who:

- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Reviews positive rules daily with the child.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Allows time for the child to discuss behavior and consequences.
- Helps the child verbalize thoughts.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing.
- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides the child time to interpret and represent experiences through drawing, writing, art, creative movement, pretend play, puppetry, music, stories, and conversation.
- Provides opportunities for the child to make choices. – “Would you like peas or carrots for your vegetable tonight?”
- Encourages the child state to consequences of their behavior - “How will that work?”
- Supports the child as he/she learns to solve problems by making both good choices and bad choices. – “How did that work out?”
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.

Scenario: Integrating Group and Personal Responsibility

On a beautiful fall day, Katie and Shondra were playing jump rope. Katie and Shondra were turning the rope, and three other girls were in line to jump the rope. Katie decided she was tired of turning the rope, dropped it, and cut in front of the line. Shondra screamed at Katie to pick up the rope because she had said she wanted to turn it. Katie said “No!” and stood with her arms folded and told Emily to pick up the rope. All the girls started yelling at Katie, while Shondra and Emily dropped the rope and left the area. Katie stood alone and was so upset she started to cry.

The adult saw Katie crying and tried to talk to her. Between sobs, Katie told her that Shondra wouldn’t let her jump the rope. The adult called Shondra over, and the three sat down to discuss the situation. They talked about the rules, especially the rule about sharing. When it was Katie’s turn to talk, she said she was tired of turning the rope and got in line to jump. The adult asked Katie to think about her choice and how she could handle it differently. After Katie thought about it, she decided she could have asked another girl if she wanted to turn the rope. Then she could take her turn in the back of the line. After some thought, Katie apologized to the other girls for her choice.

Domains:**Cognitive:**

- Explore and find more than one solution to a problem.
- Apply information and experience to a new context.

Social/Emotional:

- Respect the rights and feelings of others.
- Resolve conflicts constructively.

Physical:

- Engages in physical activity.
- Uses large motor skills.

Self-help:

- Problem-solve actions and the situation.

Communication/Literacy:

- Uses language for a purpose.
- New words become familiar and are understood in context.

Early Learning Guideline 3: Geography: People, Places, and Objects

Location (Spatial Awareness)

Young children are geographers. They learn about their environment through exploration. They learn about the nature of the world and their place in it. As they become aware of their body in space, they learn how they relate to other people, places, and objects. Ultimately they develop an understanding of how they are affected by, and the effect they have upon, their environment.

You may see the child begin to:

- Name body parts and point to the location of each.
- Ask questions about everything the child sees and finds.
- Move in directions on command (e.g., forward, backward, sideways).
- Identify and locate familiar places (e.g., home, store, grandparent's house).
- Recognize that streets have signs and houses have numbers to help identify locations.
- Point and name various rooms in the house from the outside.
- Pretend blocks represent buildings and make signs for the roads and buildings.
- Use a simple map (e.g., diagram of the house, street on which the child lives).
- Make roads for toy trucks and cars.
- Recognize where the child is while traveling in the car
- Dig in the sand, pour water, and imagine various adventures.

A child can be supported by an adult who:

- Allows a lot of opportunities for the child to run about and explore the environment.
- Allows the child to climb, jump, run, roll, to physically experience space.
- Plays simple games such as "Mother May I" and "Simon Says," asking the child to move in various directions: forward, backward, sideways, up and down, and right and left.
- Uses positional words like above and below in a natural way when giving directions to the child.

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- Uses words that describe features such as color, size, and shape.
 - Points out where objects are in pictures when reading books (e.g., “The doll is on the bed.”).
 - Uses left and right in connection with real situations. (To make it easier, place a string or bracelet on one of the hands.)
 - When traveling, uses directional terms (e.g., “We will turn left at the next street.”).
 - Uses directional terms north, south, east, and west in natural situations. (The kitchen is sunny in the afternoon because the window faces west.)
 - Increases the child’s vocabulary by using pictures from books and magazines that associate with different places on the earth.
 - Takes the child for walks around the neighborhood and points out signs and landmarks that indicate locations.
 - Reads and uses maps and globes.
 - Before traveling, shares the trip on the map with the child by pointing out the route and places where they might stop.
 - Points out signs that indicate location (e.g., entrance and exit signs, stairs, escalators, elevators).
 - Supplies materials such as floor maps, road maps, strips, and circles of paper with blocks.
 - Provides opportunities for children to experience differing sports, activities and past times.

Scenario: Mapping the Playground

Shawn, Cheyenne, and Devon begin playing fire fighter rescue in the play area. Shawn states that the climber gym will be the fire house. Devon wants the tree toward the back of the area to be the place where the fire is burning. Cheyenne begins to lay out a ‘road’ from the climber to the tree. The children want playground to be like a real town, so they make stops and turns in their roads. By placing a Frisbee on the ground, the boys mark an intersection and know they must stop there and then turn to the direction of the tree (right).

Domains:

Social/Emotional:

- Work cooperatively to find a solution.

Cognitive:

- Apply information and concepts in a new context.

Physical:

- Gross motor activity with walking and running.

Communication/Literacy:

- Discuss how to design the play area.

Places and Regions

Young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. Every place has its own characteristics and no two are exactly alike. Helping young children learn about the characteristics of their own community, including natural resources, the size of their community, and neighborhood make up is the beginning of an awareness of how places differ.

You may see the child begin to:

- Use words, such as hard/soft, rough/smooth, and water/land, when describing surfaces.
- Identify various natural features.
- Learn the name of his city or town.
- Give information about where she lives (e.g., street, telephone number, house description).
- Be aware of common community symbols (e.g., signs, highway and street markers, lights).
- Describe features of familiar places (e.g., buildings, stores, landmarks).
- Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).
- Talk about how to get from one common place to another.
- Discuss different types and modes of transportation to get from one location to another and why certain vehicles are more suitable.
- Match objects to the location they belong (e.g., bed in the bedroom, tree in the forest).
- Describe familiar and recognizable items in their community. (e.g. signs)

A child can be supported by an adult who:

- Takes the child on walks and talks about surfaces children walk upon and asks if they feel hard or soft.

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- Exposes some of the basic natural features of the earth in the child's environment (e.g., river, pond, forest).
 - Exposes features of the earth that may be unfamiliar (e.g., desert, volcano, plains).
 - Describes characteristics of Earth's features using a variety of vocabulary words.
 - Lets the child have many opportunities to explore and experience the natural world.
 - Provides the child with many materials and opportunities to draw and 'write' about local trips and experiences.
 - Talk about the stores and buildings visited and what is in them.
 - Help the child make a simple map of the neighborhood, house, or school.
 - Exposes the child to novel celebrations that include celebrations, food, and clothing.
 - Exposes the children to different types of communities. (large cities, country)
 - Provides the children with opportunities to make things from natural resources (make butter from cream, bread from wheat)

Scenario: Exploring the Surroundings

Elisabeth takes a group of children on a field trip to a nearby park. As they walk around the grassy area, the children and the teacher talk about what they see, feel, hear, and wonder. Some of the children ask questions like: "Why are trees tall? Where do birds live? Why are there woodchips on the playground?" Elisabeth encourages these types of questions and uses them as an indicator of interest in an in-depth study on the park. The children are given an opportunity to explore the park. Elisabeth gets out clipboards with paper and pencils. She invites the children to draw what they notice as they explore. Many of the children find a favorite part of the park—playground, pond, soccer field, or grove of trees—to investigate. Elisabeth has crayons available for children to do rubbings of tree bark, the sidewalk, and other textured surfaces. After the children have had time to explore and investigate, they gather up their things and get on the bus to head back to school. Elisabeth stops to pick up a map of the park on their way out.

When the class returns to school, they talk about their experience in the park. Children take time to share what they noticed, what they drew, and

ask further questions they have about the park. Elisabeth puts the map on the wall for the group to see. They mark on the map different places they had explored. Elisabeth writes down the discoveries, questions, and information the children share during the discussion. She thinks this might be a good topic for an extended project on the local park that could lead to a return visit!

Domains:**Social/Emotional:**

- Demonstrate confidence in one's growing abilities.
- Demonstrate increasing independence.
- Demonstrate interest and participate in classroom activities.
- Work cooperatively with others in completing a task.

Cognitive:

- Demonstrate an interest in exploring.
- Ask and respond to questions.
- Show curiosity and a desire to learn.
- Observe and make discoveries.
- Classify objects by similarities and differences.
- Identify names of objects and events.
- Make comparisons (e.g., more/less, larger/smaller, taller/shorter).
- Identify relationships of objects in space (e.g., below, inside, under).

Physical:

- Use writing and drawing tools with increasing control and intention.
- Demonstrate skill in discriminating sounds.
- Demonstrate visual discrimination skills.
- Discriminate differences in texture.

Language/Literacy:

- Use words to describe the characteristics of objects (e.g., yesterday, today).
- Use words to explain ideas and feelings.
- Talk with other children during daily activities.
- Participate in group discussions.
- Make increasingly representational drawings.

Physical Systems

Geography examines where people live, why they live there, and how they interact with the environment and resources. Young children become aware of how people and the earth interact. They begin to understand how the weather and climate affect their lives.

You may see the child begin to:

- Determine what type of clothing to wear based on the weather.
- Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).
- Discuss negative and positive aspects of areas and why people might want to be there.
- Listen and respond to stories about other areas (e.g., deserts, mountains).
- Draw pictures representing the seasonal changes.
- Recognize people live in different types of homes (e.g., apartments, houses).
- Realize people live in different places for different reasons (e.g., farms, cities, small towns).

A child can be supported by an adult who:

- Talks about clothing choices with the child based on the weather.
- Takes the child for a walk in different types of weather (e.g., windy, cold, hot, rainy, snowy,) and discusses the experience and how it felt to be outside.
- Discusses how things look in different types of weather (e.g., when the sun is shining, when it is foggy).
- Helps the child explore the seasonal changes and how that impacts the child's life (e.g., clothing, food, experiences).
- Looks at the thermometer with the child and talks about the temperature.
- Watches the weather forecast on TV or the paper with the child.
- Discusses the weather in other locations with the child (e.g., "Remember how warm it was in Florida over Christmas vacation?").
- Talks about the different cloud formations and helps the child predict what clouds tell us about the weather.
- Takes the child to a construction site and discusses what is observed.
- Takes the child to visit a farm and talks about how farmers grow crops and raise livestock.
- Plants a garden with the children to experience food growth.

Scenario: Seasons

While looking out the classroom window, the class noticed a large tree. The class decided to adopt the tree. At the beginning of the year, the class made a large poster and colored what the tree looked like at that time. As the year progressed, the class continued to watch and discuss the tree. As the leaves began to change in autumn, the class added a drawing of the tree to the poster. In winter, the tree was drawn with no leaves. Discussions continued throughout the year as to why the tree would be changing and other changes that were taking place. Books about seasons were read. Calendars were kept. The poster was continued through spring and up until school was finished.

Domains:**Social/Emotional:**

- Demonstrates interest and participates in classroom activities.
- Works cooperatively with others on completing a task.

Cognitive:

- Identifies the different seasons and various seasonal changes that occur.
- Shows curiosity and a desire to learn.
- Makes and tests predictions.
- Observes and makes discoveries.
- Recalls a sequence of events.
- Recognizes patterns and generalizes to sequence of events.
- Develops an awareness of time concepts.

Physical:

- Increases visual discrimination skills.

Self-help:

- Recognizes books as a resource for extending or verifying information.

Communication/Literacy:

- Uses words to describe the characteristics of objects.
- Participates in group discussion.
- Labels pictures.
- Observes oral language set down in written language.

Environment and Society

People adapt to their environment. By 4 and 5 years of age, children begin to learn how people change Earth to their own benefit. Young children express interest in things distant and unfamiliar. They develop an awareness of how to care for their physical environment.

You may see the child begin to:

- Recognize things that do/do not belong in the environment (e.g., litter, smoke) and discuss the need for a clean environment.
- Help clean up after doing an activity.
- Help with home and class routines that keep the house/classroom clean.
- Help parents/adults with recycling empty containers at home/school.
- Recognize how things found in the environment are used.

A child can be supported by an adult who:

- Talks with the child about the environment and what people can do to care for it.
- Shows the child examples of clean and safe environments and areas that are not so clean or safe.
- Gives the child responsibility for keeping a room or space clean or tidy.
- Discuss reasons not to litter.
- Discusses how recycling empty containers and paper helps our environment.
- Discusses with the child how smoking is hazardous to the health of children and adults.

Scenario: Camping

Donna has set out a variety of props to encourage camping play area. Jeremy and Tyler both were camping in the past month. As they play and pretend to cook, Jeremy throws all the cans, boxes, and glasses into the campfire. Tyler gets mad and the boys begin to argue. Donna hears them arguing and intervenes to ask about their argument. This leads to a discussion about litter and leaving a clean campsite.

Domains:

Social/Emotional:

- Works with peers.
- Demonstrates interest and participates in group activity.
- Respects the rights of others.
- Develops self-respect and responsibility.

Cognitive:

- Learns and uses new vocabulary words.
- Applies new information and experiences to a new context.
- Shows curiosity and a desire to learn.

Physical:

- Expend energy.

Self-help:

- Learns life long skills.

Communication/Literacy:

- Follows simple directions.
- Shows speaking and listening skills with an adult.

Early Learning Guideline 4: Anthropology: Individuals, Society, and Culture/Interpersonal Skills: Individuals, Friends, and Classmates

Interpersonal Skills

*Each child will learn to **express** himself/herself appropriately with regard to responding to situational demands, and interacting with other children. "Appropriately" has any number of individualized meanings. It is based on the child's age, abilities, and limitations. It is based on parental expectations. It is based on cultural factors. It is based on the expectations of the provided. It is based on basic individual and civil rights.*

Appropriateness means that no child will be excluded from participation. Accommodations and modifications to curriculum, routines, and demands will be expected. Each child will receive the supports he or she needs. Interventions for misbehavior will be well planned, individualized, developmentally and culturally appropriate, carefully evaluated, and fully imbedded in the daily routine. Interventions are never employed to exclude youngsters from the larger group children.

You may see the child begin to:

- Develop friendships.
- Express more awareness of other people's feelings.
- Show interest in exploring sex differences.
- Enjoy imaginative play with other children, like dress up or house.
- Bring dramatic play closer to reality by paying attention to detail, time, and space.
- Share toys and take turns with assistance.
- Initiate or join in play with other children and make up games.
- Show some understanding of moral reasoning (exploring ideas about fairness and good or bad behavior).
- Compare themselves with others.
- Follow daily routines and participate in group activities.
- Settle down and concentrate for longer periods of time.
- Begin to solve problems involving other children on their own.
- Begin to express and manage feelings.
- Demonstrates self-control.
- Begin to be comfortable making independent choices within a group.

A child can be supported by an adult who:

- Focuses on the child's strengths.
- Sets loving limits and expects the child to behave.
- Shows the child that arguing and manipulation doesn't work
- Guides the child to own and solve the problems the child creates.
- Avoids lectures and repeated warnings
- Expresses empathy when versus anger when a child misbehaves.
- Provides opportunities for the child explore a wide variety of environments while interacting with other children.
- Provides opportunities, materials, and props with which children can engage in imaginative and dramatic play. (old clothes for dress up, kitchen toys, etc.)
- Provides opportunities for children to play simple non-competitive games with other children.
- Observes and assesses each child's emotional needs and concerns and provides opportunities for the child to achieve individualized goals for social emotional development.
- Responds to a child with empathy.
- Recognizes a child's individuality.
- Helps children recognize and express feelings.
- Helps children manage and regulate feelings.
- Provides opportunities for one on one interaction with adults and children.
- Assists children with transitions.
- Facilitates involvement of children in group decision making.

Scenario: "Social Skills Game"

Debbie is a teacher in a local child care center. She plays the following game with young Mercedes.

This is going to be so fun! I'm going to do something, and I want you to tell me whether I'm going to make friends or get in trouble. *Here I go...* (Debbie smiles and says something nice and allows the child to respond). *Here I go again...* (Debbie whines, acts somewhat nasty, and allows the child to respond).

Now it's your turn. I'm going to guess whether you are making friends or getting in trouble.

The game proceeds going back and forth with Debbie and Mercedes taking turns showing different positive and negative behaviors. As this is done, Debbie discusses the possible consequences of each. This silly game playing can be a very powerful way of teaching essential “people” skills.

Taking pictures of both the child and adult as they play the game can enhance this activity. The pictures are then pasted into a notebook to create a “friendship book,” the child dictates captions or stories about what is going on. The teacher/parent discusses the possible consequences of each positive versus negative behavior with the child.

Domains:**Social-Emotional:**

- Recognizes positive and negative behavior
- Realizes that there are consequences for negative behavior
- Recognizes feelings

Cognitive:

- Writes a story or caption
- Learns to recognize cause and effect

Physical:

- Uses small motor skills to cut and paste pictures
- May use large motor skills while “acting” out their chosen behavior.

Communication/Literacy:

- Participates in one on one or group discussions.
- Uses words to explain ideas and feelings.

Cultural Diversity

Children’s own experiences play an important part in how they relate to the world around them. NAEYC’s position strongly stresses that individual and cultural variations are the norm, not the exception. They begin to notice similarities and differences between themselves and others.

You may see the child begin to:

- Recognize differences between people of different cultures, backgrounds, and abilities.
- Realize that other children are more alike than different

- Recognize gender differences.
- Ask questions about physical differences
- Notice that some people speak differently.
- Realize different families live in different types of housing.
- Think about older people and how they differ from children.
- Enjoy poems, books, stories, and songs about a variety of people and cultures.

A child can be supported by an adult who:

- Gives the child opportunities to be with many other children to build interpersonal skills (e.g., sharing, taking turns, treating others equally and establish friendships.)
- Models caring and kindness for all people and treating others with respect and fairness.
- Offer opportunities to shares stories, songs, and poems about different cultures.
- Provides opportunities for discussing the child's physical changes (e.g., creates a height graph).
- Offers play experiences for the child to move and talk with others to establish friendships, to share, and to take turns.
- Provides the child with accurate and compassionate answers to help the child develop a sense of respect for the physical differences of others.
- Provides opportunities to explore what makes us alike and what makes us different from others.
- Provides opportunities for the child to engage in non-stereotypic activities.
- Provides art materials, books, photos, and dramatic-play props that celebrate the beauty of diverse cultures.
- Appreciates the values, beliefs, and background experiences the child and the child's family bring.

Scenario: Construction Project

The children in Ms. Chapman's preschool class are on their way down the street to view a construction site. Workers at the site are in the process of building a new home. Children take clipboards and paper with them so that they can draw what they see at the site. When the children return to the classroom, Ms. Chapman creates groups of four children to re-create the site they have visited. Each group will choose how they wish to construct

the recreation – with clay, recycled materials, drawing, writing a story, etc. Over the next few days, these small groups will work on their recreations, eventually sharing them with the whole class.

Domains:**Social-Emotional:**

- Works cooperatively in small groups.
- Shares.
- Takes turns.
- Negotiates.
- Allows everyone, regardless of skills, abilities, gender, race to re-enact the construction site.

Cognitive:

- Demonstrates interest in writing.
- Follows directions.
- Participates in group work.
- Makes representational drawings.

Physical:

- Uses gross motor when walking.
- Uses fine motor while drawing and recreating the site.

Communication/Literacy:

- Participates in group discussions.
- Uses words to explain ideas and feelings.
- Talks with other children during activities.

Early Learning Guideline 5: Economics: Working Together

The foundation of relationships within a community begins with a child's sense of self-awareness within the context of the family. A young child relates to others within the community by understanding a variety of working roles or community jobs and seeing how those jobs contribute to the larger function of the community. The concepts from economics that are relevant to young children revolve around how families and communities work together to meet their basic needs and wants. Children have a growing awareness of the role of money in purchasing and the connection between work and money. Children are aware of responsibilities and roles within their family and relate to other community members and their roles within the community.

You may see the child begin to:

- Play the role of different family members through dramatic play.
- Draw pictures of their family.
- Recognize similarities and differences between their family and friends' families.
- Adjust to different situations.
- Develop peer interactions by helping, sharing and cooperating.
- Role-play various jobs within the community through dramatic play.
- Begin to explore various gender roles through dramatic play.
- Play store or restaurants with play or real money.
- Talk about what he/she wants to be when he/she grows up.
- Be aware that adults have various household jobs contributing to the overall function of the household.
- Want to be big by "helping" with household chores.

A child can be supported by an adult who:

- Displays family boards and books.
- Talks about families and experiences within the family.
- Models respectful relationships.
- Establishes relationships with families.
- Provides experiences with various community workers for the children. (i.e. field trips to post office, dentist to visit the classroom).
- Provides a variety of dramatic play opportunities to explore various jobs.

- Exposes children to a variety of media (books, pictures, posters, etc.) displaying various roles as mothers, doctors, brothers, helpers, etc.
- Provides opportunities for children to share in various roles contributing to the function of the group (example; setting the table for snack)
- Introduces the concept of “chores” by enjoying doing things with the child. (Allows a child to help do dishes, pretend to mow the lawn, etc.)
- Uses modeling to provide opportunities for children to “work” for many of the things they want. (I.e. Preschool children may be expected to clean up messes they make, help clean up their rooms and make their beds.)

Scenario: Community Helpers

Eun-sook and her mother are walking to the corner grocery. On the way, they see a police officer helping two children cross the street. Eun-sook’s mother makes note of the way in which the officer is helping. She talks with Eun-sook about the importance of people in the community who help each other, and she asks Eun-sook if she can think of any other people who help others in the community. Eun-sook tells her mother about the nurse at her child care center who helps children who get hurt and about the firefighters who came to visit the center the day before.

Domains:

Social-Emotional:

- Understands the importance of caring for others in a community.

Cognitive:

- Recalls previous experiences to relate them to a current context.

Physical:

- Uses gross motor skills when walking.

Self-help:

- Looks and listens before crossing the street.

Communication/Literacy:

- Uses language skills to participate in discussion.
- Uses new vocabulary words in context.